



Institutional Self Study 2012

Submitted to the Commission of Higher Education
New England Association of Schools and Colleges

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Institutional Characteristics

Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date January 19, 2011

1. Corporate name of institution: Fitchburg State University
2. Date institution was chartered or authorized: 1894
3. Date institution enrolled first students in degree programs: 1895
4. Date institution awarded first degrees: June 23, 1897
5. Type of control:

Public	Private
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Commonwealth of Massachusetts Department of Higher Education. Degrees: BA, BS, BS-Educ., MA, MA in Teaching, MBA, MEd, MS, CAGS
7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input type="checkbox"/> At least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input checked="" type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree

- Four- or five-year baccalaureate degree granting program
- Other doctoral programs _____
- Other (Specify)

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
- Liberal arts and general
- Occupational training at the technical or semi-professional level (degree)
- Teacher preparatory
- Two-year programs designed for full transfer to a baccalaureate degree
- Professional
- Other _____

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours
- b) Graduate 12 credit hours
- c) Professional N/A credit hours

11. Student population: (IPEDS Counts)

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	3430	223	3653
Part-time student headcount	742	2496	2719
FTE	3566	910	4476

- b) Number of students (headcount) in non-credit, short-term courses: N/A

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Business Administration	IACBE	2002	2002	2013
Computer Science/Computer Information Systems	ABET, Inc.	2007	2008	2013
Education	NCATE	1996	2006	2013
Human Services	CSHSE	1981	2011	2016
Nursing	CCNE	2001	2005	2015

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
B. Out-of-state Locations			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site

instruction or instructional support for students enrolled in a predominantly or totally on-line program.”
Do not include study abroad locations.

Name of program(s)	Location	Headcount

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed. (Fall End-of-term)

Name of program	Degree level	% on-line	FTE
MBA, Business Admin.	Masters	100%	10.25
MS in Forensic Nursing	Masters	100%	4.92
Cert. in Forensic Nursing	Certificate	100%	0.25
RN to BSN	Bachelors	100%	21.07

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Catherine Leahy-Brine Educational Consultants, Inc.	Brockton, MA	Extended Campus	M.Ed. and CAGS	33-39
Collaborative for Educational Services	Northampton, MA	Extended Campus	M.Ed. and CAGS	33-39
Lowell Public Schools	Lowell, MA	Extended Campus	M.Ed.	33
Merrimack	Billerica, MA	Extended Campus	M.Ed. and CAGS	33-39

Education Center				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

Established in 1894 by an act of the Massachusetts Legislature, the State Normal School in Fitchburg opened in temporary quarters in the old high school building on Academy Street. Principal John G. Thompson, aided by a teaching staff of three, implemented a two-year teacher training program for women that had 46 participants. In December 1896, the school expanded into a new building, known as Thompson Hall, and set up the State School of Observation and Practice in city buildings on Day Street and Highland Avenue.

In the next decade the school was a trendsetter for programs in education. The Edgerly School opened, originally as an eighth-grade model and practice school. In 1910, it became one of the first junior high schools in the United States. The following year the school initiated the first practical arts teacher training course in the country for men. In 1930, the State Normal School was authorized to offer a bachelor's degree in practical arts, and in 1932, when it became the State Teachers College at Fitchburg, four-year degrees were offered in all areas of education.

Under the auspices of the State Division of University Extension, summer courses were first offered in 1915, marking the beginning of the university's commitment to Continuing Education programs. In 1935,

the college was also authorized to establish graduate programs and in 1954 the first evening courses were offered.

In 1960, the college changed its name and expanded its mission. The State College at Fitchburg diversified its programs to include degrees in disciplines other than education. In 1965, its name was officially changed to Fitchburg State College. In July, 2010 the governor signed legislation renaming us Fitchburg State University. Today we offer more than 68 undergraduate degrees in 14 academic departments, offering 35 majors, 36 master's degree programs, two Certificate of Advanced Graduate Study programs, four post Baccalaureate certificate programs, and nine graduate certificate programs. Enrollment is up to 3,750 full-time and 2,990 part-time students which include 1,080 matriculated graduate students. The campus has expanded from a single structure on High Street to 45 buildings on 278 acres of which 113 acres make up the main campus, becoming the educational center for the Montachusett region. The University proudly offers traditional and non-traditional programs to serve the educational needs of its students as undergraduate, graduate, and continuing education students.

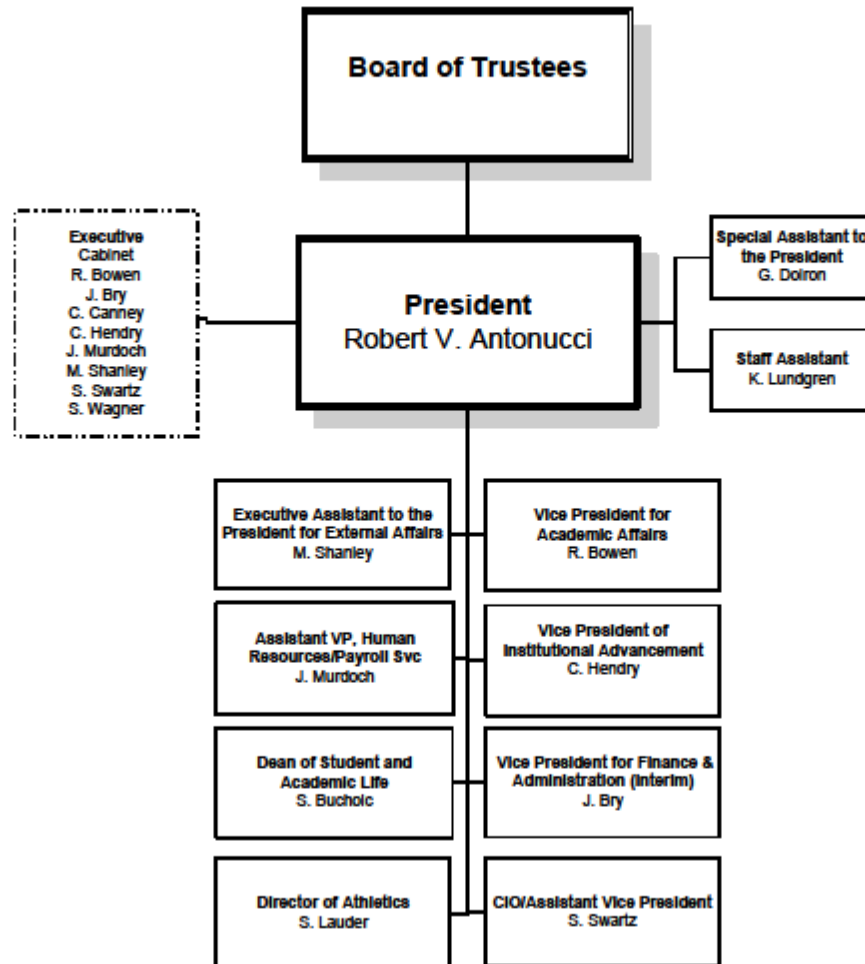
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Carol T. Vittorioso	Chairman of the Board of Trustees	2010
President/CEO	Robert V. Antonucci	President	2003
Executive Vice President	N/A		
Chief Academic Officer	Robin E. Bowen	Vice President, Academic Affairs	2011
Deans of Schools and Colleges (insert rows as needed)	Pamela Hill	(Interim) Dean of Education	2011
Chief Financial Officer	Jay Bry	Interim Vice President of Finance	2011
Chief Student Services Officer	Stanley Bucholc	Dean of Student and Academic Life	2004
Planning	N/A		
Institutional Research	Terrance Carroll	Director of Institutional Research	1994
Assessment	Christopher Cratsley	Director of Assessment	2011
Development	Christopher Hendry	Vice President of Institutional Advancement	2011
Library	Robert Foley	Director	1979
Chief Information Officer	Steve Swartz	Chief Information Officer	2008
Graduate & Continuing Education	Catherine Canney	Dean, Graduate and Continuing Education	1992
Grants/Research	Karen Frank Mays	Grants Development Coordinator	2001
Admissions	Kay Reynolds	Director of Admissions	2010
Registrar	Linda Dupell	Registrar	2009
Financial Aid	Pamela McCafferty	Director of Financial Aid	1997

Function or Office	Name	Exact Title	Year of Appointment
Public Relations	Matthew Bruun	Director of Public Relations	2009
Alumni Association	Christopher Hendry	Vice President of Institutional Advancement	2011
Other: Dean of Enrollment Management	Pamela McCafferty	Dean Enrollment Management	2003
Other: Associate Vice President for Academic Affairs	Shirley Wagner	Associate Vice President for Academic Affairs	1993

Fitchburg State University

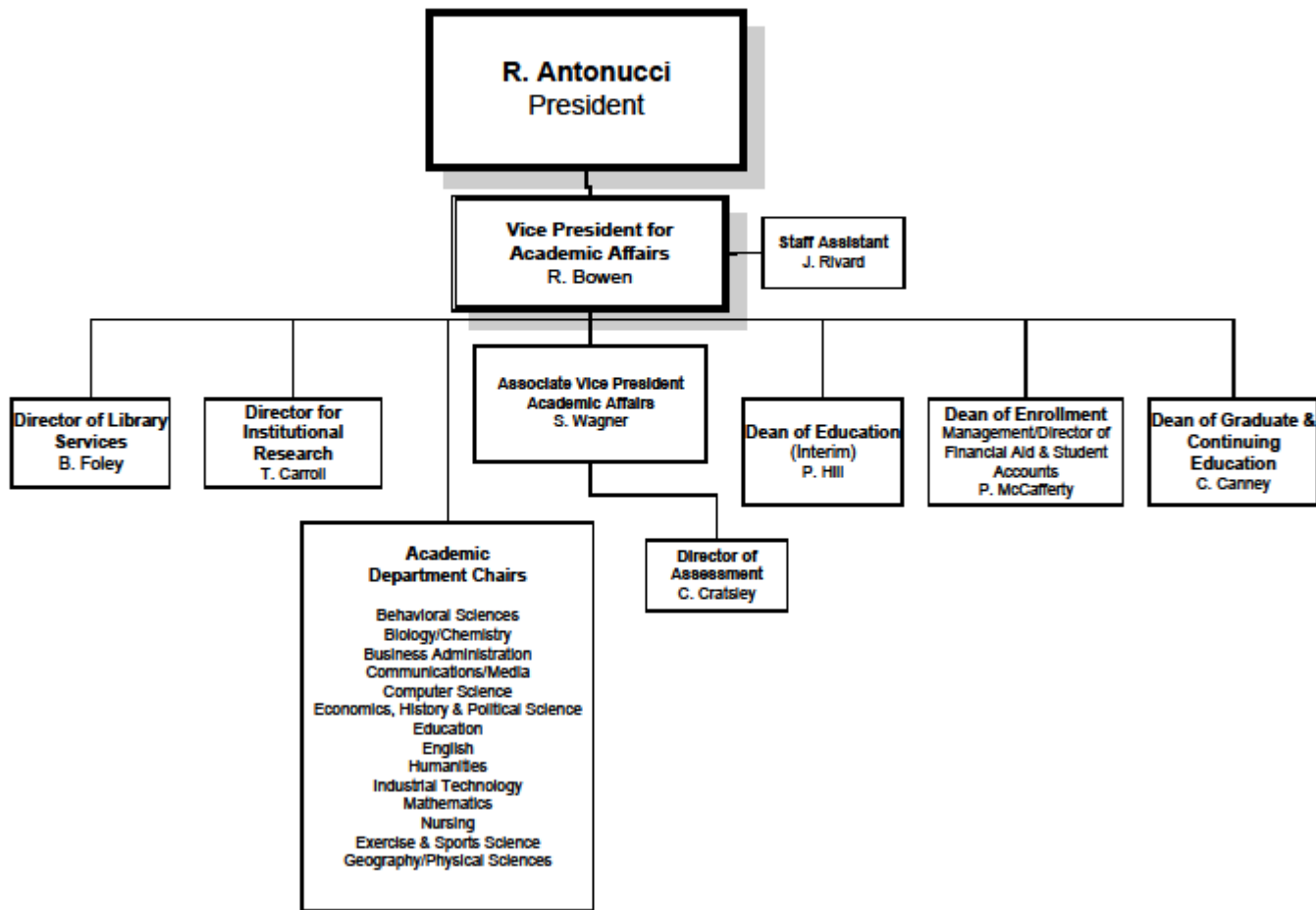
President
November 21, 2011



Fitchburg State University

Vice President Academic Affairs

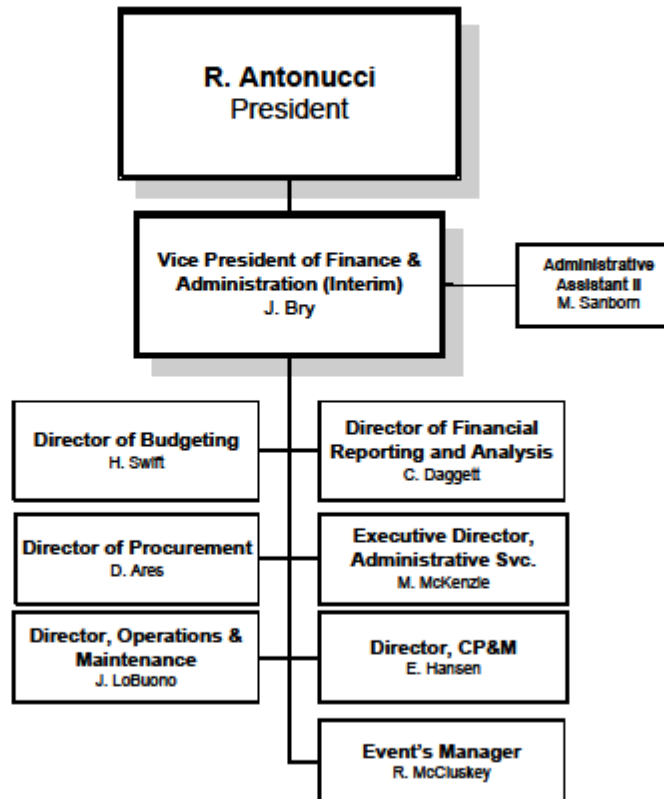
January 19, 2012



Fitchburg State University

VP Finance and Administration

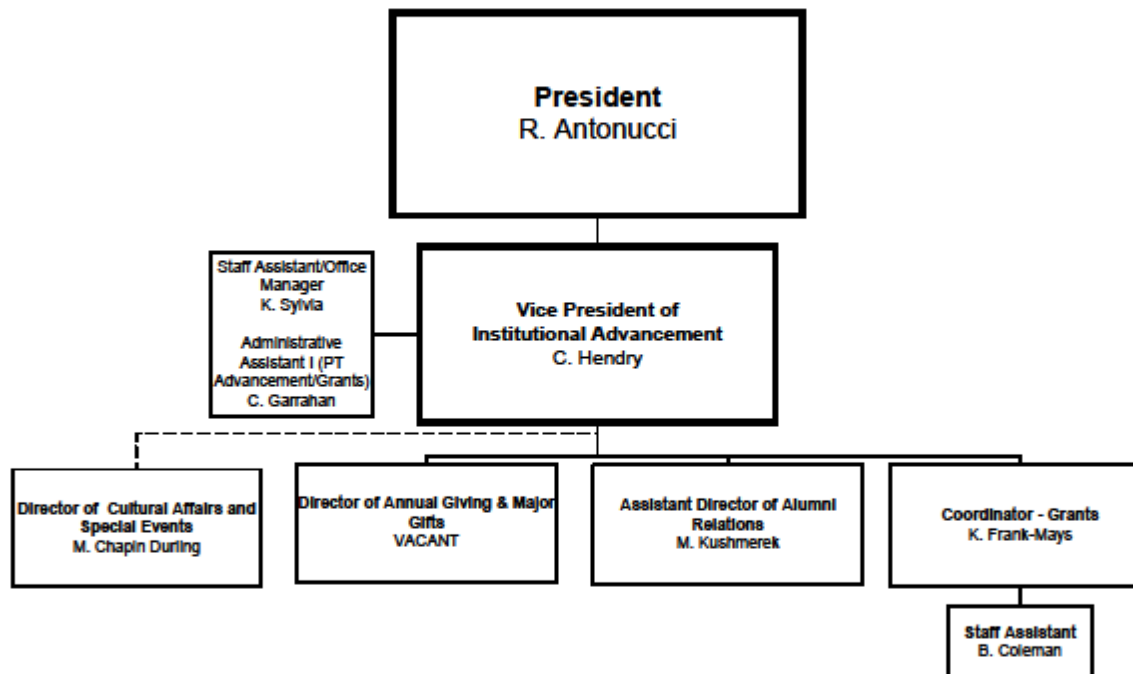
January 19, 2012



Fitchburg State University

Alumni and Development/Grants

October 27, 2011



Mass General Law

- **PART I** ADMINISTRATION OF THE GOVERNMENT
(Chapters 1 through 182)
- **TITLE II** EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH
- **CHAPTER 15A** PUBLIC EDUCATION
- **Section 5** Public institutions of higher education system

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The board shall coordinate activities among the public institutions of higher education and shall engage in advocacy on their behalf, which advocacy shall include a sustained program to inform the public of the needs, importance, and accomplishments of the public institutions of higher education in the commonwealth.

- **PART I ADMINISTRATION OF THE GOVERNMENT**
(Chapters 1 through 182)
- **TITLE II EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH**
- **CHAPTER 15A PUBLIC EDUCATION**
- **Section 22** Board of trustees of community colleges or state universities; powers and duties

Section 22. Each board of trustees of a community college or state university shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the secretary and the council estimates of maintenance and capital outlay budgets for the institution under its authority; (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to annual audit by the state auditor; (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution; (d) manage and keep in repair all property, real and personal, owned or occupied by said institution; (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority; (f) implement and evaluate affirmative action policies and programs; (g) establish, implement and evaluate student services and policies; (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty; (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council; (j) establish and operate programs, including summer and evening programs, in accordance with the degree authority conferred under the provisions of this chapter; (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council; (l) submit a 5-year master plan to the secretary and the council, which plan shall be subject to the secretary's approval, in consultation with the council, and shall be updated annually according to a schedule determined by the secretary and the board in consultation with the board of trustees; (m) submit financial data and other data as required by the secretary and the board of higher education for the careful and responsible discharge of their purposes, functions, and duties. The data shall be reported annually to the secretary and the board of higher education according to a schedule determined by the secretary and the board of higher education in consultation with the board of trustees. The board of trustees shall also submit an annual institutional spending plan to the secretary and the council for review, comment, and transmittal to the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. Spending plans shall be reported using a standardized format developed by the secretary, in consultation with the board of higher education and the institutional boards of trustees, in a manner to allow comparison of similar costs between the various institutions of the commonwealth. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds; (n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the secretary and the council for approval. The board of trustees shall, after its approval, make said mission statement available to the public; (o) submit an institutional self-assessment report to the secretary and the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its approved mission. Said report shall be submitted annually to the secretary and the board of higher education according to a schedule determined by the secretary and said board in consultation with the board of trustees. (p)

The board of trustees of an institution with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the secretary and the board of higher education, for approval, a 5-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence pursuant to section 7.

The board of trustees of each institution may delegate to the president of such institution any of the powers and responsibilities herein enumerated.

The commonwealth shall indemnify a trustee of a community college or state university against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment, decision, or conduct of said trustee; provided, however, that said trustee has acted in good faith and without malice; and provided, further, that the defense or settlement of such claim shall have been made by the attorney general or his designee. If a final judgment or decree is entered in favor of a party other than said trustee, the clerk of the court where such judgment or decree is entered shall, within twenty-one days after the final disposition of the claim, provide said trustee with a certified copy of such judgment or entry of decree, showing the amount due from said trustee, who shall transmit the same to the comptroller who shall forthwith notify the governor; and the governor shall draw his warrant for such amount on the state treasurer, who shall pay the same from appropriations made for the purpose by the general court.

INTRODUCTION TO THE 2012 Fitchburg State University NEASC Self-Study

"DATA FIRST" FORMS GENERAL INFORMATION

Institution Name:	Fitchburg State University			
OPE ID:	00218400			
Financial Results for Year Ending:			Annual Audit	
			Certified: Qualified	
	Most Recent Year	2010	Yes/No	Unqualified
	1 Year Prior	2009	Yes	Unqualified
	2 Years Prior		Yes	Unqualified
Fiscal Year Ends on:	6/30		(month/day)	
Budget / Plans				
Current Year	2012			
Next Year	2013			
Contact Person:	Shirley Ann Wagner			
Title:	Associate Vice President			
Telephone No:	9786653167			
E-mail address	swagner@fitchburgstate.edu			

Fitchburg State University is proud to present its 2012 NEASC Self-Study. Informed by our institution's mission, core values, and vision for the future, this self-study is a comprehensive review of our performance in the light of NEASC's standards. Our process has involved the entire campus community, and the resulting appraisals and projections acknowledge the challenge of setting budget priorities in a weakened economic environment, the importance of transparency, and the centrality of an updated academic plan. In sum, the document reflects the integrity of our commitment to our students and to the continued assessment and growth that lie at the heart of the University.

Institutional History

Located in the city of Fitchburg, Massachusetts, Fitchburg State University is a public comprehensive university with a rich history of service to the state and an evolving and increasingly comprehensive mission. Established by an act of the Legislature in 1894 and named the State Normal School at Fitchburg, the school's goals were originally significant but focused. Cities and towns needed more qualified public school teachers, and normal schools established training programs to meet this need. For 38 years, the Normal School at Fitchburg retained its name and mission, adding new buildings, first for demonstration schools and then for residence halls. The original programs of study at the Normal School were one or two years in length. In 1930, the first bachelor's degree was developed in practical arts. By 1932, bachelor degree programs in education were announced and the name was changed from the Normal School to the State Teachers College at Fitchburg. In 1935, the first graduate programs in education were developed. During World War II, a nursing education program was started as a collaborative program with Burbank Hospital. In 1962, the nursing program moved to the college campus. In 1965, the name was changed to Fitchburg State College. This name remained in place for 45 years until 2010 when Governor Deval Patrick signed the legislation that created the new state university system and renamed the college Fitchburg State University. Currently, the University offers undergraduate programs in the liberal arts, teacher preparation, and professional programs, as well as masters degrees, CAGS, and other graduate certificate programs.

Fitchburg is situated in the North Central part of the state, 10 miles from New Hampshire and 50 miles from Boston. The city has a resident population of 40,318 (2010 census) and has been a city with a large population of new Americans. In years past, many migrated here for the jobs in paper mills. Today, the city has diversified its industry and still attracts new residents as an affordable entry point. This ethnically and racially diverse population includes those of European (English, Finnish, Irish, Italian, to name a few) as well as African, Asian, Latin American and Middle Eastern descent. Within the past ten years the number of Hispanic residents has almost doubled. The city's racial diversity is reflected in the student population of Fitchburg Public Schools (FPS) which is 41% White, 42% Hispanic, 7% Black, 6% Asian, and 4% multi-race, non-Hispanic. Students also represent great cultural and linguistic diversity. English is not the first language for 31.6% of FPS students and 12.4% are involved in a sheltered English program.

Manufacturing job losses have contributed to the high unemployment rate for the area's workers. The region's unemployment rate is consistently higher than the state's and has recently been higher than the nation's as a whole. Fitchburg's 13 month average unemployment rate is 11.9% and is higher than the state average of 8.3%. (Massachusetts Executive Office of Housing and Economic Development, June 2011). Fitchburg has high levels of poverty and socio-economic instability. The per capita income is lower than the state average, over 21% of persons under the age of 18 in Fitchburg are living below the federal poverty level and 67.9% of the public school students are low-income.

Fitchburg State University is the largest employer in the city and continues to partner with city and regional leadership in projects aimed at improving the quality of life in the city and surrounding communities. Economic development and urban renewal efforts have taken many forms and include support from faculty and students as well as University offices and institutes.

The Self-Study Process

Fitchburg State University began preparations for its ten year reaccreditation visit in fall 2010. President Robert Antonucci appointed Dr. Shirley Wagner, Associate Vice-President of Academic Affairs and Dr. Paul Weizer, Department Chair and Professor of Political Science as co-chairs of the self-study process. From the outset, this model of administrative/faculty effort guided the creation of all committees, and there was a particular emphasis on widespread, ongoing faculty involvement in the process. Each of the five subcommittees had a faculty and administrative co-chair.

In November 2010, President Antonucci issued a call for participation to the entire campus community. The response to this call to serve was immediate and overwhelming. Nearly 40% of the full-time faculty volunteered to serve in the process, far more than could be placed on committees. Under our system of shared governance, the faculty union chooses the faculty and librarians for all committee assignments; the Student Government Association chooses the student committee representatives, while the President appoints administrators and staff. Committees began meeting in December 2010.

The committees worked with data from a variety of sources, including the Data First forms, Office of Institutional Research and individual segments of the University. A survey containing questions related to the NEASC standards was also conducted across the campus community; and, in all, nearly a thousand individuals responded. A focus group of alumni was also conducted to gain their insights. The self-study co-chairs updated the Board of Trustees regularly as the process unfolded.

The steering committee and five subcommittees managed the writing of the final document. In all, 101 members of the Fitchburg State community worked on this effort in some capacity. These participants encompassed all constituencies including faculty, staff, students, administrators, trustees, and alumni. In addition, hundreds of others participated in the process through open meetings, assessment day presentations, surveys, and focus groups. The steering committee was created as an independent group which had no overlap with the individual standard subcommittees and was not directly involved in the original research and writing. Each subcommittee was thus given a high level of autonomy to review all documentation and reach independent conclusions and recommendations, while the steering committee served as a sounding board to offer suggestions and feedback to the subcommittees only after they had created initial draft documents. This was done to ensure that each person's contribution was meaningful; the self-study is candid and incorporates a broad range of campus-wide reflections.

The steering committee reviewed multiple drafts of reports from each subcommittee and helped to polish the final product. During this final phase, the steering committee focused much attention on the projections to make sure that they were measurable and established forward-looking commitments for improvement. A faculty member from the English Studies department was chosen as editor so that document would read with one voice. She attended steering committee meetings and was thus able to understand the will of the committee as she began her work. The draft document was sent to the editor on July 1, 2011 with an edited document completed early in the fall semester.

Every effort was made to ensure that the entire process was open, transparent, and inclusive. Key members of the steering committee attended NEASC workshops; the campus community was invited to three presentations. The first on "Demystifying NEASC" started the process of engagement. A website was created with a variety of documents including the Data First forms for the entire campus community to review. This also included a dedicated email address where people could and did send suggestions. At the end of the spring semester, the University's assessment day was partially devoted to

the NEASC review. The morning session included a presentation of the progress to date as well as break-out sessions with the subcommittee co-chairs. These explained what considerations impacted its work, and faculty and administrators offered feedback which influenced the subcommittee's direction.

Concurrently, the steering committee reviewed multiple drafts of the work of each subcommittee. This was followed by a discussion with the subcommittee co-chairs regarding their work and how it could be improved. Finally, in mid-summer, each subcommittee report was approved by the steering committee, and the editor was able to start her work. The draft final document was placed on the web site early in the fall semester, and the President invited comment from all. Three open forums were held for comment on the draft document which attracted useful feedback. The document was then submitted to the ACC, the Graduate Council, the Alumni Board, and the department chairs group for comment. An update was also provided to the Board of Trustees at its October meeting. The steering committee reviewed the comments and incorporated suggestions into the draft document where appropriate. At this point, the subcommittees were reconvened and charged with four tasks:

- 1) Review updated data first forms
- 2) Check that all standards are covered
- 3) Review all links to ensure they are functional
- 4) Determine if what is there now reflects how your subcommittee sees our compliance with the standards

Each subcommittee then reported back to the steering committee. In some cases, this led to requests for additional data to support claims in the document which were incorporated before final submission.

Response to the 2002 Review

The commission identified the following four areas for improvement in our last NEASC review.

1. Engaging in institutional planning that is systematic, broad-based, and participatory;
2. Re-establishing a governance system that supports the accomplishment of the institution's mission and purpose;
3. Operationalizing the Leadership College component of the institution's mission;
4. Developing the systematic means to evaluate evidence of student learning.

As presented in standards one through four below, the institution has done significant work in these areas. Highlights include the following:

- 1) Since the last visit, Fitchburg State has created two five-year strategic plans, each of which utilized a process that was inclusive and broad based. Evaluation of the first plan was factored into the creation of the current strategic plan. The President provides regular updates on planning to the campus community. In short, the University has embraced planning wholeheartedly. The evidence of this is presented particularly in standard two.
- 2) After 2002, the University recruited a new President who is also an alumnus of the institution. Under the leadership of President Antonucci, communications among all constituencies and participation of constituencies have continued to expand. At the same time, the University has experienced strong leadership from the Board of Trustees. The Opening Day meeting of each academic year is used by the President to address the entire college staff. "Town Meetings" on issues are held throughout the year to provide additional opportunities for discussion of

important initiatives or issues. The President also meets regularly with the leadership of the Student Government Association and is highly visible at student activities and events. This has improved the communication between students and the administration. Regular meetings between the union leadership and the President and VPAA are held to discuss issues of interest.

- 3) As described in standard one, the University mission was recently examined and re-written to better reflect who we are and what we do. It had been more than two decades since the mission was revised through an inclusive process. In 2010, the President established a futures committee to review the mission and to establish new strategic planning goals. The process included representatives from all University constituencies. The work of the committee was informed by several open meetings with the University community at large and led to the endorsement not only of the mission but also of a set of core values and a vision for the future.

As part of this process, public forums were held to discuss whether the theme of leadership should remain a central focus of our mission. These forums indicated that while many had embraced the leadership concept, defining what leadership meant remained elusive, and no one wanted this to be our sole defining trait. Thus, a decision was made to de-emphasize leadership and expand our current mission to include service and civic responsibility as components. The University's Commonwealth Honors Program remains identified as the "Leadership Academy" which has a unique curriculum emphasizing leadership skills.

- 4) The improvements in the area of assessment can be traced to three main accomplishments. First, a \$250,000 grant from the Davis Foundation allowed the institution to advance a culture of assessment. Second, the creation of the position of Director of Assessment has institutionalized the assessment process by providing the faculty with a direct resource. The position also allowed the faculty to establish additional assessment within the curriculum that is suited to each individual department or program. Third, the purchase of the Tk20 software, which is widely used across campus, has simplified the collection and analysis of data. While we have made a great deal of progress in assessment, more work remains, particularly with regard to the general education requirement. These requirements were reviewed and significantly changed over the last 10 years and are a central focus of the assessment effort under the combined guidance of the faculty and the director of assessment.

Overview of the Projections

As the self-study process unfolded, several topics emerged in multiple standards and within open forums discussing the work in progress. One is the challenge of setting budget priorities in these strained economic times. Budget constraints, while not unique to Fitchburg State, have posed several challenges over the past ten years. Given the current economic climate, this trend does not appear reversible. State support for the University system has decreased dramatically and is not likely to improve any time soon. Further, years of deferred maintenance and an aging physical plant have also necessitated significant expenditures from the University's capital funds and reserves. However, prudent management has prevented this challenge from becoming a crisis. Fitchburg State has not had to reduce programs or lay off any faculty. Staff has been reduced through attrition and retirement, but the academic core has been largely untouched. The institution has been conservative in its spending and has accumulated a sizable reserve which has helped buffer the economic impact of declining state

support. Unfortunately, some of the financial burden has been passed on to students through increased fees which have an impact on our core values of accessibility and affordability.

Another topic that arose in the forums was the need for clear communication, especially in regard to the process of budget decision-making. Public budgeting is especially complex as it involves multiple state agencies. While the President holds budgetary forums several times each year, faculty and staff may lack a general understanding of the budgetary process or the reasons behind the allocation of assets. This issue came up in discussion in several standards, and we recognize this as a continuing challenge.

The need for a comprehensive academic plan was originally identified in the 2005-09 strategic plan. While a number of discussions have taken place, a formal plan has not been completed. Because of this need, the importance of a planning background was a factor in the hiring process for the new Vice President for Academic Affairs. The need for a plan, which is now in process, remains an area of concern. Finally, while assessment has been a major focus since the 2002 self-study and progress had been made, the assessment process remains an evolving and continuing challenge. The more we have delved into this area, the more we have uncovered what needs to be done. Accordingly, projections regarding assessment remain in this document.

Institutional effectiveness

Fitchburg State has come a long way in the last ten years. Since the appointment of President Antonucci in 2003, Fitchburg State has seen a growth in student population, has remade the physical campus, and remained on solid financial footing. At the same time, our main focus on excellence in teaching and learning has been well served through the addition of a new generation of faculty, a commitment to cutting edge technology, and the development of enhanced educational spaces. Construction on a new science building, the first new academic building on campus in 35 years, is underway. As the following report demonstrates, Fitchburg State is institutionally effective in all eleven standards. We are very proud of our institution and look forward to sharing our accomplishments with you.

STANDARD ONE: MISSION AND PURPOSE

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/	December 8, 2009

Mission Statement published	URL	Print Publication
1 2011-12 Catalog	http://www.fitchburgstate.edu/academics/university-catalog/	Catalog
2 Web Site	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/	
3 Student Handbook	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Student Handbook
4		

Related statements	URL	Print Publication
Core Values	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/	catalog; brochure
Vision	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/	catalog; brochure
Strategic Plan 2009-14	http://www.fitchburgstate.edu/offices/administration/presidents-office/strategic-plan-2009-2014/	brochure

Fitchburg State University Mission Statement adopted in December 2009 and revised in September 2010

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social and cultural needs of North Central Massachusetts and the Commonwealth.

Description

Since Fitchburg State's five-year NEASC review in 2007, the University has experienced two significant developments. First, the University's mission statement, in place since 1998, has been re-examined, and the goals and objectives which follow from the mission have been revised. In addition, the Governor of Massachusetts signed into law the Bill Relative to State Universities. This legislation became official on October 26, 2010, changed the name of Fitchburg State College to Fitchburg State University.

Mission

The five-year review called for a reexamination of the University's mission statement "to delineate a vision of the future for the college and its students." As recommended by the Executive Committee, this effort was to begin in 2008 and be well-established by the NEASC 2012 visit. See <http://www.fitchburgstate.edu/about-us/futures-committee/>

The process began in 2008 with the formation of the Futures Advisory Committee, comprised of faculty, administrators, staff, students, and alumni. This committee was charged with focusing on NEASC standards 1 & 2, evaluating the relevance of the mission statement, and recommending strategic initiatives for AY 2009-2014.

To include external information as well as internal input, the committee compared the University's mission statement to those of the Board of Higher Education for the college system, as well as to the missions of our sister institutions and several peer colleges. Internally, the committee held well attended, open, campus wide and Alumni Board discussions, asking participants to focus on six questions about the current mission statement and future directions. The themes which emerged from these responses were incorporated into the current Mission Statement and expanded to include statements of the institution's vision, core values, goals and objectives. The current mission statement, quoted at the top of this Standard, was approved by the Board of Trustees in December 2009, and updated to reflect university status in fall 2010.

Our vision statement reads as follows:

- Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.

In order to achieve this, we will:

- Prepare students for a global society through curricular innovation and program development
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency and scholarship
- Employ innovative uses of technology in the library and across our campus to maximize student learning
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
- Build partnerships within our community to provide real world opportunities for our students and collaborative solutions to community issues

<http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/>

Also approved in December 2009, the core values which underlie the University's mission and vision--accessibility, affordability, community, enrichment, and excellence--mirror the University's role as part of the Massachusetts University System. The mission statement of the Massachusetts Board of Higher Education indicates that the University System is charged with the following obligations:

to ensure that Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development, and social progress of the Commonwealth. To that end, the programs and services of Massachusetts higher education must meet standards of quality commensurate with the benefits it promises and must be truly accessible to the people of the Commonwealth in all their diversity. (See <http://www.mass.edu/aboutus/missionbhe.asp>).

Name Change

After several years of lobbying by various state college administrations, Fitchburg State and five other state colleges were renamed Universities on October 26, 2010. These former state colleges had long been recognized as regional teaching universities in everything but name. In our case the Carnegie Foundation had identified us as belonging to the Public 4-year Master's L(Large) category, a designation shared with 170 other institutions, the vast majority of which had already affirmed their status with university nomenclature. As a comprehensive institution, similar in size and program array to these national peers, it was fitting that our name accurately reflect and acknowledge our standing in the universe of higher education. Forty-five other states had passed similar bills that transformed their state college systems into state universities, including Connecticut, Maine, New York, New Jersey and Pennsylvania. Renaming the state colleges would also prevent confusion for international students, who might be accustomed to thinking of "colleges" as high schools and "universities" as post-high school institutions. We expect to reap tangible benefits from the name change as well. We believe this change will enhance the value of our students' degrees and help them compete for jobs; help our universities compete for private and federal grants; attract the best faculty from national pools of candidates; and benefit Massachusetts by keeping more students in state to attend a university.

Appraisal

Mission

Fitchburg State University has taken concrete, positive steps to meet the goals outlined above. These realistic steps reflect the University's Strategic Plan which was approved on Dec. 8, 2009. (See <http://www.fitchburgstate.edu/offices/administration/presidents-office/strategic-plan-2009-2014/>). Each of these steps is discussed in more detail in later standards.

To prepare students for a global society, the university has adopted a Liberal Arts and Sciences (General Education) requirement that students must take two courses with a Global Diversity designation; these courses, one focused on western and one on non-western societies, provide a context for understanding the political, economic, and historical events and experiences of other countries. Language offerings, including those in Mandarin, Italian, Latin, and Arabic, have been expanded; and languages are an

option under the advanced LAS requirement. There are new, globally focused minors, including International Studies, Asian Studies and Peace Studies, and the Office of International Education works with students wishing to study abroad and international students studying on our campus.

A number of action items have involved the goal of academic excellence. The strategic plan called for additional faculty, librarians, and appropriate staff to meet programmatic needs. Nineteen tenure track positions were filled for fall 2011. An additional seventeen tenure track faculty positions have been advertised in fall 2011 and searches are underway.

After considering the academic impact of class size and student/faculty ratios, a subcommittee of department chairs concluded that a “one size fits all” number is not feasible. Instead, the department chairs adopted the following statement on class size in 2010:

To inform the scheduling process, department chairs should regularly review and evaluate class size in terms of best practices, professional standards, advising load, and the number of different preparations a faculty member has to do over a year to carry out the program. Data on departmental student load per full-time faculty equivalencies, course utilization and advising load used for this analysis should be provided by Academic Affairs and shared across the campus. Faculty members should request of their department chairs the optimal class size for each of their courses based on the pedagogical methods employed for the course.

Professional development resources have been increased through a number of faculty grants for research and artistic endeavors. In AY 2010-2011, these included the Ruth Butler Grants totaling \$5,000, Innovation Grants totaling \$3,500 and the VPAA Special Project Grants totaling \$25,000. This funding is helpful; but as more faculty are hired, additional support for professional development will be needed.

There has been new support for undergraduate research and creative activity. In April 2010 and 2011, the Center for Teaching and Learning (CTL) and Student Government Association (SGA) co-sponsored the [Fitchburg State Undergraduate Conference on Research and Creative Practice](#). Classes were suspended for the morning so that university community could participate and view the student work. In 2010, there were 179 student presentations or poster sessions sponsored by 42 faculty members. In the second year, the conference featured 200 student presentations sponsored by 39 faculty members.

The innovative use of technology, another goal, has been a major campus focus and budget priority. In AY2006/2007 the University adopted the Laptop Initiative; a [2010 survey by the CTL](#) found that fifty percent of the students thought the laptop useful or very useful in the classroom. Ninety-eight percent of classrooms are now mediated, and a new wireless network was installed in 2010.

The Mission statement calls for the University to create a culture of diversity, and much of this work has fallen to a number of offices on campus, including Human Resources, Multicultural Student Services, the Office of Student Development, and the Admissions Office. Although significant efforts have been made, the University’s student body and faculty do not yet reflect cultural diversity. According to the 2011 Institutional Factbook, 81.9% of the day undergraduate student population is white, 8.4% are minority of which 5.7% are Hispanic. Only the percentage of Hispanic students has changed appreciably since the last NEASC visit. Ninety-three percent of the faculty population is white.

The fifth goal area of the University’s mission is to build collaborative partnerships within the community. The University has made significant progress in this goal by establishing a number of

centers and programs. In 2003 Adult Learning in the Fitchburg Area (ALFA) began offering non-credit day courses and special activities for local seniors in coordination with FSU professional staff. This program has expanded significantly since its inception. This program started with four courses and now runs over thirty each semester with approximately 300 participants and currently has a mailing list of over 900 individuals.

The Crocker Center for Civic Engagement, begun in fall 2009, was founded to help organizational charities to empower people to build a better community and maximize collaboration between Fitchburg State, the community and its constituents. The Regional Economic Development Institute (REDi), also established in fall 2009, serves as an independent research institute for the 26 cities and towns across North Central Massachusetts providing objective and non-partisan based analysis, and organizing public forums.

Another collaborative partnership, The Center for Professional Studies (CPS), offers regional educators opportunities for professional development. The CPS holds at least six meetings annually for school superintendents to share ideas and concerns, and each May state legislators are invited to a meeting to discuss policy. The CPS is expanding to include professional development opportunities in business and healthcare. To foster these expanding community partnerships, a Center Advisory Board was established with board members from education, business, non-profit, and healthcare agencies. The CPS was relocated off campus to Main Street in Fitchburg to facilitate the building of collaborative partnerships with the community. Several local businesses use this facility for meetings.

Student Internships present student/community opportunities in many majors. For instance, students have interned at local newspapers, for non-profits such as the Red Cross, the Mayor's offices in Fitchburg and Leominster, the Fitchburg Historical Society, and the North Central Massachusetts Chamber of Commerce, and for other community organizations.

Center Stage, a member of the Fitchburg Cultural Alliance, joins many major local sponsors to support a wide range of events including live performances from major recording artists and dance companies, art gallery exhibits, and various films. All events are open to the public and the university community.

There are a number of capital projects underway to improve the physical presence of the University. The most recent notable projects include the construction of a new Science Building and the renovation of the Conlon Lobby, the Hammond Center and Amelia V. Gallucci Library.

Strategic plan progress reports have been compiled. These demonstrate that the university has made progress in all six areas. For example, in the area of curricular and program development, one point of the plan was to improve program review and assessment. A subcommittee of the Chairs met and revised the program review process which was then submitted to the ACC in 2010 for approval. In the section on improving academic excellence, the plan called for the hiring of faculty, librarians, and appropriate support staff to meet programmatic needs. In 2011, twenty-six new full-time faculty were hired (nineteen tenure track and seven full-time temporary faculty). In the technology area, one planning point was to upgrade our technological infrastructure. As of 2010, all areas now have wireless coverage, enabling laptop use in all buildings and most green spaces. We average more than 1300 users on the academic system during a typical academic day. Most students now use wireless to access the network resources. In the section on creating a culture of diversity, one goal was to increase student and faculty international exchange. In AY 2010-11, Fitchburg State added three new international exchange agreements: two with Chinese universities and one with a German university were added. We

also offered a faculty led study abroad to Ireland in the summer of 2011. In summer 2012, students will have the opportunity to go to Costa Rica for the first time. In the area of building collaborative partnerships, one goal was to enhance partnerships with the community for arts and cultural events. We have done many projects in this area such as *Center Stage* which brings music, dance, and theatre events to the Fitchburg community. Often the events include special presentations in the local school systems. Finally, the last area of the plan was to build and maintain a high quality campus. The physical transformation of the university is such that every campus building has undergone some renovations. Notable amongst these projects is the renovation and co-location of all student services into one building. The offices of the Registrar, Financial Aid, Admissions, Student Accounts, Graduate and Continuing Education and the One Card office now all share space in the Anthony Building allowing all students to do one stop shopping. These are just some examples of the progress Fitchburg State had through coordinated planning efforts.

The University has made progress toward achieving its goals because all segments of the Fitchburg State community have engaged in effective communication and joint effort. According to the NEASC survey 78% of respondents indicated that they were familiar or somewhat familiar with the University's mission statement. Still, additional efforts at campus-wide communication would be beneficial. To that end, in Fall 2012, the communications media public relations class will work on designing a student centered marketing plan which will allow for all students to conceive and consciously reflect on the mission.

Name Change

Administrators, faculty, staff, alumni and students have been positive about Fitchburg State's university status, but there have been no changes to the life of the institution in areas such as programs, research, staffing, and salary. In the case of unions, for instance, the legislation explicitly states that collective bargaining is unaffected. In section 82 of House No. 4864, The Bill Relative to State Universities, specifies that "nothing in this act shall be deemed to alter any bargaining unit that exists at [these colleges]."^[1] <http://www.malegislature.gov/Bills/186/House/H4864>. On campus, the Mission Statement, Core Values, Vision, and Goals and Objectives from September 2010 were revised with the word "university" without further change. There has been little discussion of the implications for maintaining the "small college environment," that had recently been adopted as a central elements of the new mission, on a university campus.

In effect, changing from Fitchburg State College to Fitchburg State University originally was described as a matter of rebranding. Some discussions at the state level about the possibility of combined doctoral programs between the University of Massachusetts and the state university system suggest that the term university will become much more meaningful. There was a College to University Transition Team which reviewed all areas of the transition including signage, the creation of a new logo and university seal, and gave input on changes to the web site which are currently being made. There was a discussion initiated by the CTL, however, there have been no other formal, open forum conversations.

Projection

During the 2011-12 academic year, the President will ensure that a campus-wide action be undertaken to openly discuss the implications of the name change from college to university regarding the mission of Fitchburg State.

The University's honors program, The Leadership Academy, still maintains its presence. However the University's theme of Leadership, prominent in the previous mission was broadened to include leadership and service in the new Mission. Accordingly, during the 2011-12 academic year, the Leadership Academy faculty will discuss whether leadership should remain the focus of the Honors Program. If changes are warranted, the director of the Leadership Academy Honors program will submit a proposal to the ACC in the fall of 2012.

In an effort to engender more widespread familiarity with the university's mission, key aspects of it will be emphasized at public gatherings as well as in classroom discussions, and will be included, where appropriate, in print and electronic media. The offices of the President, academic affairs, student life, and external affairs will spearhead this effort beginning in 2012.

Institutional Effectiveness

Fitchburg State utilizes its core values, mission, and vision to identify priorities, inform the strategic planning process, and guide academic planning. The University regularly evaluates its mission and uses its vision in creating future strategic plans.

STANDARD TWO: PLANNING AND EVALUATION

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

	Year of Completion	Effective Dates	URL or Folder Number
Immediately prior Strategic Plan	2009	2005-2009	http://www.fitchburgstate.edu/about-us/accreditation/neasc-2010/
Current Strategic Plan		2009-2014	http://www.fitchburgstate.edu/offices/administration/presidents-office/strategic-plan-2009-2014/
Next Strategic Plan		NA	

Other institution-wide plans

Master plan			http://www.fitchburgstate.edu/uploads/files/CapitalPlanningMaintenance/MasterPlan.pdf
Academic plan			http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/Academic_Plan_with_goals- Dec 16.pdf
Financial plan			
Technology plan			http://www.fitchburgstate.edu/uploads/files/Technology/Technology_Strategic_Plan.pdf
Enrollment plan			https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SELFSTUDY/Enrollment%20Plan.xlsx
Development plan			https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SELFSTUDY/Development%20Plan.pdf

(Add rows for additional institution-wide plans, as needed.)

Plans for major units (e.g., departments, library)

1	Library Strategic Plan 2011-2014			http://www.fitchburgstate.edu/academics/library/about-us/strategic-plan/
2				
3				
4				

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments).
System last updated:
Program review schedule (e.g.,
every 5 years)

ACC Proposal 2,
2010-11

URL or Folder Number	
?	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/
	Every five years or accreditation

Sample program review reports (name of unit or
program)

1 Biology/Chemistry program review
2 English program review
3 Political Science program review

(Insert additional rows, as appropriate.)

?	https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SE_LFSTUDY/BIOLOGY%20SELF%20STUDY%20FINAL%20DOCUMENT.doc
	https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SE_LFSTUDY/English%20Department%20Program%20Review.doc
	https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SE_LFSTUDY/Political%20Science%20program%20review.doc

System to review other functions and units

Program review schedule (every 5 years or URL
of schedule)

	https://blackboard.fitchburgstate.edu/@/@/8E6BF6A86EA45AF613F26F3816061175/courses/1/COMM_NEASC_SELFSTUDY/content/814095_1/2009%20-%202013%20%20Proposed%20Program%20Review%20Cycle-1.doc
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sample program review reports (name of unit or
program)

1 Athletics
2 Graduate and Continuing Education
3 Assessment

(Insert additional rows, as appropriate.)

	https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SE_LFSTUDY/Athletics%20Annual%20Report%202010-11.pdf
	https://blackboard.fitchburgstate.edu/bbcswebdav/courses/COMM_NEASC_SE_LFSTUDY/GCE%20Administrative%20Annual%20Report.doc
	http://www.fitchburgstate.edu/offices/academic-offices/office-of-assessment/office-of-assessment-documents/

Other significant evaluation reports (Name and URL or Location)

1
2
3

Date

Description

Based upon our core values, mission, and vision statements, Fitchburg State University has been continuously involved in broad-based, comprehensive planning efforts and evaluation. Since 2004, this effort has been guided by two strategic plans, the first covering 2004-2009 and the current one, 2010-14. Written with a commitment to academic excellence but in a climate of increasing economic constraint, these strategic plans provide a guide for decision making and a structure to evaluate the effectiveness of the university's performance.

Planning

The two strategic plans illustrate the University's commitment to systematic, future-based planning. Both documents resulted from an open and inclusive process that considered all phases of university life. The plans clearly identified institutional priorities, and the 2009-2014 plan went further by articulating the shared Core Values that the community believed should guide the direction of decision making. Each considered, among other topics, issues of budget, physical plant, staffing, faculty and curriculum review; each plan included feedback by administrative officers and follow-up by senior staff.

The 2004-09 strategic plan was developed under the leadership of a Planning Council, a college-wide advisory committee appointed by President Antonucci for that purpose. Assisting the Council were five working groups formed to address specific issues of interest to the university community. A final set of planning initiatives was approved by the Council and recommended to the President. The institution also created a list of strategic planning goals which allowed for tracking progress toward implementation. The planning goals were reviewed annually by the Vice Presidents and the Director of Institutional Research. A complete review was done by the futures committee prior to the establishment of the second strategic plan.

The current plan, also discussed in Standard One, was shaped by the Futures Committee, a group established to review the mission of the university and to develop updated strategic planning goals. This process, like the first, included appointed representatives from all university constituencies. The committee also held several open meetings with the larger university community. These meetings led to the endorsement of a set of core values and a vision for the future. Documentation of this planning process is found at <http://www.fitchburgstate.edu/futures/>. Both strategic plans are available in brochures and on the website at the sites listed above.

The 2010-14 plan identified over 60 planning initiatives which were later assigned to university officers for appropriate action within specified time frames. These officers report on implementation progress by answering three questions: What actions have you taken to implement or advance the planning initiative? How effective were the actions described above in bringing about the desired outcomes? How will you use the information you've acquired to improve institutional effectiveness? The Vice President for Academic Affairs and the Vice President of Finance and Administration review these reports annually to determine if the planning initiatives have received the appropriate attention and budget. Their review, in turn, informs budget decisions and operational actions.

The Information Technology area also has a comprehensive technology plan (http://www.fitchburgstate.edu/uploads/files/Technology/Technology_Strategic_Plan.pdf) as well as a

detailed website which provides information to assist the community with its technology needs. IT regularly invites the entire community to participate in surveys which help them evaluate their services and plan more effectively for the future. For example, the number one request by students, faculty, and staff on the survey from November 2010 was expanded wireless services. As a result, the university provided additional funding to implement this priority over the summer.

In addition to these strategic plans, there are several other formal planning efforts. All academic and administrative departments inform the President and his Executive Cabinet of the budget they need to implement the mission and strategic plan initiatives. The President, in turn, informs the university's Board of Trustees which considers and approves the annual budget based on his recommendation. Budgets are submitted up, and advocated for, through a hierarchical system. For example, department chairs and deans are responsible for developing and presenting their budgetary needs to the VPAA, who in turn is responsible for reviewing and compiling the requests and then presenting an Academic Affairs budget to the President. Priorities are determined by such items as state appropriations and contracts, in addition to the strategic plan and mission. As part of the FY13 budgeting process, Financial Services in collaboration with Academic Affairs is implementing a new budgeting process that will provide individual departments, particularly academic departments, with more input into the budgeting process. Also as part of the FY13 budgeting process, Financial Services will be using a new format by which to collect Extraordinary Budget Requests (EBRQ's) that will increase ease and transparency.

Some capital planning projects would be funded by university funds but the majority would come from state sources. The Capital Planning and Maintenance division therefore maintains a separate detailed plan for maintenance and renewal of the physical plant, which is created for and linked to the state. (<http://www.fitchburgstate.edu/facilities/FSCWorkshop022706.pps>). (This is further discussed in Standard 8.)

Academic Assessment and Evaluation

Fitchburg State has made the assessment of student learning a central focus in recent years. The Office of Institutional Research annually provides statistics about student retention, graduation rates and other IPEDs data. Through a Davis Foundation grant received in September 2007, the University created the position of director of assessment which it filled in January, 2008. Assessment workshops for faculty began in spring 2007 and continue to be held twice a year.

As part of the University's planning and assessment efforts, students and staff are surveyed frequently for feedback about their experiences. The survey instruments include the National Survey of Student Engagement (NSSE), the undergraduate survey on academic advising, the Noel-Levitz College Student Inventory (CSI), Housing and Residential Services Educational Benchmarking Index (EBI) Survey, Information Technology user surveys, and recent alumni surveys.

Externally, Fitchburg State's planning and evaluation efforts are informed by similar efforts at other institutions. The President, through his work with the Council of State University Presidents and the Department of Higher Education, is made aware of planning activities at our sister institutions. The University is a member of *Central Links*, a consortium of regional colleges including Worcester State University, Mount Wachusett Community College, and Quinsigamond Community College. The Central Links colleges collaborate on various initiatives of mutual interest to enhance overall effectiveness and provide for efficient use of resources. The Board of Higher Education's Vision Project, which

concentrates on the five higher education priorities of college participation, college completion, workforce alignment, student learning and elimination of disparities will also provide significant external evaluation perspectives. (See <http://www.mass.edu/currentinit/visionproject.asp>).

Individual departments, through department assessment and curriculum committees, also recognize the connection between teaching/learning strategies and the evaluation of student outcomes. The academic program review process which includes an evaluator from outside the university, considers student outcome measures; and those academic programs which are accredited by their professional organizations benefit from external review as part of the periodic reaccreditation process. Finally, the faculty keeps current on standards, programs, and curriculum planning through their professional memberships and attendance at conferences supported by institutional funding. Their interests in these matters, as well as their appreciation for new and innovative approaches to the discipline are shared in department meetings and with the chairperson who brings them to chairs meetings. From there, the Vice President for Academic Affairs may be involved and, in many cases the implementation of such ideas involves the active participation of the Associate Vice President for Academic Affairs.

Appraisal

Planning

The University's creation of two realistic and concrete strategic plans is a powerful illustration of its reliance on long-range planning to direct actions across the university spectrum. Fitchburg State's earlier plan clearly identified institutional priorities, and the current plan goes further by articulating the shared core values that the community believes are the foundation of the University.

There is survey evidence that faculty, staff, administrators are aware of the strategic plan and the mission statement. Seventy-nine percent of the faculty, staff, and administrators questioned were familiar or somewhat familiar with the Strategic Plan. Of those who offered an opinion (about two-thirds), 92% indicated that they strongly agree or agree that the plan drives campus decision making. Less than 40% of students indicated they were familiar or somewhat familiar with the plan. Asked about the mission statement in the same survey, 78% of all respondents were familiar or somewhat familiar with the mission and of those who offered an opinion (over 95%) the vast majority (95%) strongly agreed or agreed that the mission was being fulfilled.

Thus, many in the university community are informed about the adoption of the new mission statement, the core values, and 2010-14 strategic plan, and much progress has been made on the implementation of the current Goals and Objectives. In November 2011, a formal, comprehensive status report on plan progress was provided to the larger university community. The update asked each individual charged with implementation to answer three questions: First, what actions have you taken to implement or advance the planning initiative; second, how effective were the actions described above in bringing about the desired outcomes; and third, how will you use the information acquired to improve institutional effectiveness. In the updates to the first strategic plan, we only asked for comments regarding progress. This is much more effective as it is forward looking as well as a measure of progress.

There is one clear and self-evident measure of progress: the physical transformation of the campus in recent years is a result of the dedicated capital planning by Capital Planning and Maintenance (CPM) in collaboration with the President and the Vice Presidents. The University community has been kept well

informed of the decisions made to improve the campus physical environment and of progress made on the many projects impacting university life. However, in some instances the individuals most affected by these changes do not feel that they have been adequately consulted or given sufficient opportunity to provide a personal perspective on the changes affecting their own workspace.

The strategic plan is clearly an effective decision-making tool. The university's ability to respond to the recent and unprecedented financial crisis demonstrated that even the most severe unanticipated challenges can be managed competently; in this case, the financial crisis was managed with relatively minor disruption to student programs and services. However, there may be mission-critical activities or newly identified concerns, which are not specifically referenced in the long range planning documents. Formal, detailed planning at the operational level for organizational units such as student development, admissions/enrollment management, extended campus and on-line programs would also be beneficial.

Current financial pressures may also limit the implementation of some existing planning initiatives. The FSU Foundation's fundraising efforts play a vital role in achieving the current goals. The President's town-gown efforts, encouraging the harmonious development of the area's physical assets, might encourage business interests to invest. The University's budget process should reflect the priorities established in the strategic plan but to date, there has been no report to the University community on how funds and/or other resources have been expended to address specific planning priorities.

Academic Assessment and Evaluation

In the assessment and evaluation process, the academic program receives special attention, and there is in place a systematic process of academic program review overseen by the office of Academic Affairs. This review also involves the evaluation of student learning outcomes under the direction of the Office of Assessment. Both are clear evidence of the university's goal of "academic excellence." But academic excellence is challenging to achieve without a comprehensive academic plan, and this goal from the 2004-2009 strategic plan is not complete. It was included again in the 2009-14 plan. Such plans can ensure the continuation of progress in the inevitable turnover in senior management positions.

Fitchburg State routinely compiles data on student retention and graduation rates, and these studies provide demonstrable evidence of institutional effectiveness. Senior administrators review detailed rates by sub-population to measure the progress toward the goals of the strategic plan. These rates, while above average for institutions of our type, mirror national and regional trends in one aspect. Certain sub-populations (e.g. racial/ethnic minorities, undeclared majors) are often not being retained and progressing to degree completion at the same rates as the general population. This disparity, although clearly not isolated to Fitchburg State, should be addressed to be certain that all students have the reasonable services and support necessary to help them reach their educational goals (<http://www.fitchburgstate.edu/planningandir/>).

The university also evaluates the nature and quality of student experiences through the administration of the National Survey of Student Engagement (NSSE) which is administered on a three-year cycle. These results, widely shared, were the focus of the plenary session at Assessment Day in 2009 when a team of academic administrators presented their analysis. Results indicate that in most cases our students report experiences very similar to those of our peer institutions (<http://www.fitchburgstate.edu/planningandir/>). The survey is scheduled to be administered next in the spring of 2012. Implications of NSSE results should be integrated into the various planning activities undertaken by the University.

Senior students are invited to complete a thorough survey of their perceptions of their educational experience and future plans. The results of the senior student survey provide useful feedback due to the detailed analysis of the results and the large number of respondents. The 2010-2011 Graduating Student Survey Results for UG All Completers may be viewed here:

(<http://www.fitchburgstate.edu/offices/academic-offices/office-of-assessment/office-of-assessment-documents/>). Survey data is analyzed by the Director of Assessment at both the institutional and the program level. Since we have only been doing this for three years, all programs are not yet using this data in a consistent manner.

Additionally undergraduate alumni are invited to complete a brief survey at the six-month-out point to determine their work/educational status, their perception of their preparation for career, and their overall satisfaction with their academic and non-academic experience at the university.

(<http://www.fitchburgstate.edu/planningandir/>) Approximately 85% of recent graduates report being employed (59% in their major) and 80% report being very satisfied or satisfied with their academic experience. Likewise 79% report being very satisfied or satisfied with their non-academic experience. Two-thirds indicate they were very well or well prepared for their career. While typical for this type of survey, with response rates ranging between 25% to 30% the Recent Alumni Survey, while useful at the institutional level, does not attract a large enough number of respondents to provide useful data at discipline-specific levels.

Projection

A Comprehensive Academic Plan will be developed during the 2011-12 academic year. The VPAA will oversee the drafting of the plan and will be responsible for providing regular progress reports. All constituents will be provided with opportunities to present feedback on matters of interest as the plan is developed.

A report (or other form of communication to the community) will be issued by the two Vice Presidents in the fall of 2012-13 and each fall thereafter that will describe how resources were utilized in the preceding fiscal year to support planning initiatives. Such communication will also identify what resources in the current budget year were allocated or redirected to advance planning goals and the process for determining budget priorities will be addressed.

Ongoing collaboration between the Office of Assessment, the Office of Institutional Research and the academic programs should focus on utilizing the data, including NSSEE, that is collected for additional program improvement. This can be incorporated into the bi-annual assessment day activities.

Institutional Effectiveness

Since our last review, Fitchburg State has improved planning dramatically. Where planning was an area of concern in our last self study, great progress has been made in planning and evaluation at all levels of the institution to ensure that we honor the spirit of our mission and that the goals of the university's strategic plan are met. More attention has been given to broad based planning and decision making with a greater emphasis on collaboration throughout the planning process.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity
URL of documentation
of relationship

Department of Higher Education
http://www.mass.edu

Governing Board

By-laws
Board members' names
and affiliations
State Legislature
By-laws

URL

<a href="http://www.fitchburgstate.edu/offices/administrati
on/board-of-trustees/members/">http://www.fitchburgstate.edu/offices/administrati on/board-of-trustees/members/					
<a href="http://www.fitchburgstate.edu/offices/administrati
on/board-of-trustees/members/">http://www.fitchburgstate.edu/offices/administrati on/board-of-trustees/members/					
http://www.malegislature.gov/					

Board
committees

?	a. Finance and Administration
	b. Academic Affairs
	c. Student Affairs
	d. Personnel
	e. Executive Committee

(Insert additional rows as appropriate.)

URL or document name for meeting minutes

http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/	
http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/	
http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/	
http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/	
http://www.fitchburgstate.edu/offices/administration/board-of-trustees/meetings/	

Major institutional committees or governance groups*

a. All College Committee
b. All College Curriculum Committee
c. Academic Policies Committee
d. Student Affairs Committee
e. Graduate Council

(Insert additional rows as appropriate.)

URL or document name for meeting minutes

http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/																		
http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/																		
http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/																		
http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/																		
http://www.fitchburgstate.edu/offices/academic-offices/gce/faculty-resources/graduate-council																		

**Organization
Charts
Enabling
Legislation**

http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/orgcharts/
http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section5

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
☺	Fitchburg	MA	1894	
☺	Main campus			
☺	Other principal campuses			
☺	Branch campuses			
☺	Other instructional locations	Brine	MA	211
	CES	MA		72
	JENMARC	MA (Partnership ended August 2011)		88
	MEC	MA		84
	Lowell Schools	MA		46

Distance Learning, e-learning

	Date Initiated	Enrollment*
First on-line course	Fall 1998	109 in degree programs
First program 50% or more on-line	MS in Forensic Nursing, Spring 2007	
First program 100% on-line	MS in Forensic Nursing and MBA, Fall 2008	

☺	Distance Learning, other	Modality	Date Initiated	Enrollment*
		N/A		

☺	Correspondence Education	Date Initiated	Enrollment*
	N/A		

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Description

Fitchburg State University is one of six comprehensive State Universities in the Massachusetts higher education system; and like its sister institutions, the University's governance procedures and organizational structure are largely mandated by either state law or collective bargaining agreements. The official governing body is the Board of Higher Education (BHE) which is staffed by the state's Department of Higher Education (DHE), led by the Commissioner of Higher Education. The BHE consists of the Secretary of Education, *ex officio*, or his designee, thirteen voting members appointed by the governor to reflect regional geographic representation, and three members chosen to represent public institutions of higher education.

According to the Department of Higher Education's website, the Board has four fundamental responsibilities:

1. Define the mission of and coordinate the Commonwealth's system of higher education. The Department, in conjunction with the universities' Boards of Trustees, holds the system accountable for achieving its goals and establishing a comprehensive system to measure quality by defining educational achievement and success with the use of standards and measurements.
2. Approve the awarding of degrees and define and authorize new functions new programs or consolidate, discontinue, or transfer existing functions, educational activities, and programs.
3. Analyze present and future goals, needs, and requirements of public higher education and establish goals to achieve a well-coordinated quality system of public higher education in the Commonwealth.
4. Develop a rational and equitable statewide tuition plan for state universities and the community colleges.

In addition, the Board, through the DHE, establishes policy for state colleges and universities and outlines performance measures to use as comparisons with peer institutions in other states. As the employer of record for all those represented by the four collective bargaining agreements, the BHE is responsible for collective bargaining negotiations, contract, and grievance administration (see <http://www.mass.edu/aboutus/summary.asp>). Contracts and collective bargaining agreements are available on the Office of Human Resources website. (See <http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/>).

Massachusetts law delineates the roles of the Board of Trustees and the chief operating officers of the state universities. At the local level, Fitchburg State is overseen by eleven voting members of a Board of Trustees. Nine are appointed by the governor and serve terms up to five years; these appointments are renewable one time. A student trustee, elected by the student body, serves a one year term, and the Alumni Association elects an alumni trustee who serves a five-year term. No trustee may serve more than two consecutive terms. The Board elects its chairperson from among its members.

The duties and responsibilities of the Board of Trustees are defined in the General Laws of the

Commonwealth of Massachusetts Chapter 15a, section 22. This law states that the Fitchburg State University trustees are charged with the fiduciary management of the institution, including determination of fees, establishment of personnel management policy, staff services, and the general business of the institution. They elect the University President with the approval of the Board of Higher Education, adopt an annual plan of financial operation, award degrees in approved fields, and develop the university's mission statement consistent with the mission of the Commonwealth's system of public higher education. The trustees conduct an annual evaluation of the President based on goals they have jointly established with him. This review is forwarded to the BHE which is the hiring authority for all chief executive officers in the state university system.

The Board of Trustees, operating under by-laws revised in October 2000, meets at least four times annually; the chairperson, the University president, and five trustees may, through petition, also call special meetings. The meetings and minutes are public, and executive sessions are limited to purposes specified in the by-laws. There are five standing Trustee committees: Academic Affairs, Student Life, Administration and Finance, Personnel, and the Executive Committee. The Board of Trustees also performs a self-evaluation annually.

Massachusetts General Law Chapter 15a, section 9 clearly defines the authority and responsibilities of the University President who has the responsibility for establishing the structure of his administration. In June 2003, Dr. Robert Antonucci was appointed President and reduced the number of Vice Presidents from five to two. In fall 2011, a third Vice President, this one for Institutional Advancement, was added through a national search process. The roles and responsibilities of each administrator are defined and kept on file, along with the procedures for their selection, in the office of the Human Resources and Payroll Services. Currently, the President is advised by an Executive Committee (EC) composed of the Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Institutional Advancement, Executive Assistant to the President for External Affairs, Associate Vice President for Academic Affairs, the Dean of Graduate and Continuing Education, the Chief Information Officer and Assistant Vice President for Human Resources and Payroll Services. In addition to his meetings with the EC, the President meets frequently with the three Vice Presidents individually and collectively. The EC also meets regularly; and each of these administrators holds regular staff meetings.

The Vice President for Academic Affairs meets weekly with the Associate Vice President for Academic Affairs and the Deans of Graduate and Continuing Education, Education, Enrollment Management, and Student and Academic Life. Once a month, this team expands to include the Director of Institutional Research, the Director of Assessment, the Associate Dean of Graduate and Continuing Education, and the Director of the Library. At least once per month, the Vice President and Associate Vice President also meet with the academic department chairs who hold regular meetings at the department level.

The structure of academic governance at Fitchburg State University, as in the other state universities, is governed by the contractual agreement between the DHE and the Massachusetts State College Association (MSCA). The duties and responsibilities of department chairpersons are defined by contract; they are elected by department faculty in accordance with procedures established by Article VI of the contract and may serve up to three consecutive three year terms. In addition to meeting with department faculty, the chairs meet at least monthly with the Academic Vice President and, at Fitchburg State, they meet monthly on their own. These separate meetings were intended to facilitate communication with the Academic Vice President and focus on developing agenda items for upcoming Vice President/Chairs meetings.

A separate contractual agreement between the DHE and the MSCA lists the responsibilities of the University and the faculty teaching in Graduate and Continuing Education. GCE programs are administered by graduate program chairs and evening undergraduate program managers; these are positions created by the University and filled by the Graduate and Continuing Education Dean, in consultation with department chairs, who also meets with her appointees several times a year.

At the departmental level, governance begins with curriculum committees which meet to consider new course offerings, program revisions and new program development. Approved proposals, along with those made by faculty, students, or administrators and those relating to changes in academic or student life policies are then submitted to the All College Committee (ACC). The ACC is composed of eight faculty members elected by their peers, three administrators appointed by the President, and three students selected by the Student Government Association (SGA). The ACC has three standing committees -- Curriculum, Academic Policies, and Student Affairs--as well as *ad hoc* committees to deal with special issues. The Curriculum and Academic Policies committees are composed of 16 faculty members appointed by the MSCA, three administrators appointed by the President, and three students selected by the SGA, while the Student Affairs committee is comprised of nine students, five administrators and five faculty members. The standing committees recommend approval or disapproval to the ACC which then makes a recommendation of approval or disapproval to the President who has the final authority on each change.

There is a separate, contractually defined governance structure for graduate policies and curriculum. Departments with a graduate program also have a graduate curriculum committee which may recommend changes to graduate curriculum or policies. After review and approval by the departmental graduate curriculum committee, proposals proceed to a full departmental meeting for review and approval. If both the graduate program chair and the department chair approve the changes, they are reviewed by the Graduate Council. The Graduate Council then makes a recommendation of approval or disapproval to the President who has the final authority on each change. The Graduate Council is composed of five faculty members, appointed by the MSCA, three administrators appointed by the President, and one degree seeking graduate student elected by the other Graduate Council members.

At the beginning of each academic school year the President hosts two opening addresses, one for classified personnel and administrators and the other for faculty, librarians, and administrators. These addresses typically review major past events and forecast those expected in the new academic year. Every other year, the graduate program coordinators, undergraduate program managers, and graduate and continuing education faculty meet at the beginning of the academic year. These meetings include a series of professional development workshops, departmental meetings, and updates from the Graduate Dean, Vice President for Academic Affairs, and President. Additionally, the Dean and Associate Dean of Graduate and Continuing Education meet with graduate chairs and undergraduate program managers throughout the year as needed. Once each semester, there is a combined meeting for all department chairs, graduate chairs, and undergraduate program managers with the entire academic affairs team for the purpose of discussing items of common interest.

Appraisal

Massachusetts law clearly specifies the authority and responsibility of the DHE and the individual campuses; and the University's governance structure, mandated by the collective bargaining agreements, effectively allows for participation by all segments of the Fitchburg State community. Further, while these governance processes have not been locally created, they clearly allow for effective communication from the top down and the bottom up.

The Board of Trustees' meeting announcements are posted on the University's web site, and since July, 2010 meeting minutes have been posted there as well. All Board of Trustees meetings are open and a section for public comment is included in each agenda. According to the NEASC survey, 42% of the respondents found that the Board of Trustees was accessible or somewhat accessible, 7% said they were inaccessible and 50% had no opinion. The President has also emphasized widespread input throughout his tenure. He holds campus forums two to three times each year, repeating them twice in one day to accommodate faculty and staff scheduling demands. In addition to his "open door" policy, the President also holds open office hours one day per week so that anyone in the University may share their concerns directly with him. The Faculty Center for Teaching and Learning also hosts meetings between faculty, librarians, and administrators in its less formal setting to facilitate discussion.

The [NEASC survey](#) and the ACC's rapid increase in activity both attest to the widespread campus participation in governance. One NEASC survey question asked if the structure and governance of the All College Committee encouraged participation of all members of the college community. The response was very positive: Out of 983 respondents, 664 or 68% agreed or strongly agreed that the ACC encourages participation. 88% of the day faculty respondents and 65% of the students agreed that the ACC encourages participation while 10% of day faculty and 10% of student respondents disagreed with the statement. The number of proposals considered by the ACC has also grown dramatically. From 2002-2007 an average of 63 proposals each year were processed through governance. The new Liberal Arts and Sciences curriculum was developed in AY 2006/07, and academic departments responded with 276 proposals in 2008 and 181 proposals in 2009. The Graduate Council reviewed an average of 31 proposals per year from 2002-2010. Both the [ACC](#) and the [Graduate Council](#) have developed web sites to support access to information regarding their decision making and facilitate participation in the governance process.

The [Fitchburg State University Today](#) newsletter also provides widespread communication to the entire campus community. Published biweekly, the newsletter includes current events and announcements. Archived newsletters can be found on the University web site from AY 2002/03 to present.

These formal and informal efforts demonstrate strong evidence of the downward and upward flow of communication and the active participation in decision making among all segments of the University community. But in a University as actively forward looking as Fitchburg State, there are inevitably instances which challenge the best efforts. One such challenge has occurred from the rapid growth in renovation and building across campus. These projects, clearly extremely positive, began with initial planning input from all involved parties. But, this widespread input did not always continue as the plans moved toward execution.

To facilitate communication with the academic departments, the Vice President for Academic Affairs sets and sends the agenda in advance of the monthly meetings with the chairs. In the past, these

meetings have been largely informational and have not benefitted from a give and take between the chairs and the Vice President on substantive academic issues. Most formal planning efforts at the chairs' level have occurred in subcommittees or in summer planning groups. A new approach to these meetings has been initiated by Vice President Bowen who has placed a greater emphasis on discussion of major issues at each meeting.

Student representatives to the ACC are the voice of the entire student body, but the size and diverse interests of Fitchburg State's student body makes this role very difficult. To assist the student members of the ACC and its subcommittees, the Student Government Association has been holding weekly open meetings, inviting students to express their concerns to their representatives. SGA also holds special interest forums on topics such as parking as well as social events which encourage students to mingle with university leadership.

Projection

The VPAA will continue to meet monthly with the Department Chairs but will work with that group to make the meetings more substantive to ensure that planning and input from the Chairs is always ongoing.

Institutional Effectiveness

Fitchburg State does operate effectively within the governance structure. The University community has numerous channels where they can provide input to administration to help the University reach its mission.

STANDARD FOUR - THE ACADEMIC PROGRAM

Standard 4: The Academic Program (Summary - Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Bachelor's	Master's	CAGS	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	3,260	207	16					3,483
Other Campus FTE								0
Branches FTE								0
Other Locations FTE	10	66	9					85
Overseas Locations FTE								0
On-Line FTE	197	103	9					309
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	3,467	376	34	0	0	0	0	3,877
Unduplicated Headcount Total	3,946	842	80					4,868
Degrees Awarded, Most Recent Year	697	506	51					1,254

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	88		8
Other Campus FTE			
Branches FTE			
Other Locations FTE	409		5
Overseas Locations FTE			
On-Line FTE	94		3
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	591		16
Unduplicated Headcount Total	1,979		54
Certificates Awarded, Most Recent Year	n.a.	n.a.	3

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major 1)**

For Fall Term, as of Census Date			3 Years	2 Years	1 Year	Current	Next Year
			Prior (FY 2009)	Prior (FY2010)	Prior (FY 2011)	Year* (FY 2012)	Forward (goal) (FY 2013)
Non-Degree							
	Non-Degree		260	238	251	212	212
	Total		260	238	251	212	212

Certificate

?	CERT					
	Business	2	1	2	1	1
	Computer Use and Applications	1	1			
	Java Programming	1				
	Plastics Technology			1	1	1
	Programming High Level Lang.		1	1		
	Vocational Technical Teacher			3	4	4
	Web Development		2	1		
	TCER					
	Vocational Technical Teacher	31	28	13	16	16
	Total	35	33	21	22	22

Baccalaureate

?	BA					
	Biology	6	2	1	1	1
	English Studies	59	71	80	96	96
	History	7	11	12	7	7

Interdisciplinary Studies	3	7	5	4	4
Mathematics	2	1			
Political Science	2	2	1	1	1
Psychological Science		3	3	6	6
Psychology	17	13	6	3	3
Sociology		4	5	4	4
BS					
Biology	130	164	164	188	188
Business Administration	513	481	489	474	474
Communications Media	587	608	641	602	602
Computer Information Systems	44	46	55	53	53
Computer Science	46	61	75	78	78
Criminal Justice	228	252	270	268	268
Earth Systems Science	8	17	19	12	12
Economics	8	16	8	9	9
English Studies	100	85	95	89	89
Exercise and Sports Science	165	196	203	229	229
Geography	7	9	11	6	6
History	76	86	92	92	92
Human Services	101	98	85	100	100
Industrial Technology	267	265	251	240	240
Interdisciplinary Studies	107	121	110	104	104
Mathematics	35	31	33	39	39
Nursing	175	184	209	209	209

Nursing, RN	8	28	43	56	56
Nursing, Pre-Major	97	111	86	85	85
Occupational/Vocational Educ	58	60	41	59	59
Political Science	34	35	43	32	32
Psychological Science		35	129	142	142
Psychology	132	92	51	24	24
Sociology	25	36	47	39	39
BSE					
Early Childhood Education	131	152	138	120	120
Elementary Education	184	175	134	133	133
Interdisciplinary Studies			3	1	1
Middle School Education	33	32	28	26	26
Special Education	110	104	131	133	133
Technology Education	15	16	13	13	13
Pre-major	249	248	200	168	168
Total	3,769	3,958	4,010	3,945	3,945
Total Undergraduate	4,064	4,229	4,282	4,179	4,179

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major 2)

For Fall Term, as of Census Date

3 Years	2 Years	1 Year	Current	Next Year
Prior	Prior	Prior	Year*	Forward
(FY 2008)	(FY2009)	(FY 2010)	(FY 2011)	(goal)
				(FY 2012)

Certificate

?					

Total - - - - -

Baccalaureate

?	BA				
	Biology				
	English Studies		1		
	Exercise and Sports Science			1	1
	History		1	2	2
	Interdisciplinary Studies				
	Mathematics				
	Political Science	1			
	Psychological Science			1	1
	Psychology				
	Sociology				
	BS				
	Biology		1	1	2
	Business Administration	3	2	3	3
	Communications Media	1	1	1	

Computer Information Systems					
Computer Science	2	1			
Criminal Justice	2	2	3	2	2
Earth Systems Science					
Economics	5	5	5	5	5
English Studies	4	16	12	9	9
Exercise and Sports Science	2	1	1		
Geography				1	1
History	4	3	4	2	2
Human Services	1		1		
Industrial Technology			1	1	1
Interdisciplinary Studies			1	1	1
Mathematics	2			3	3
Middle School Education		1			
Nursing					
Nursing, RN					
Nursing, Pre-Major					
Occupational/Vocational Educ					
Political Science	2	2	4	4	4
Psychological Science			1	2	2
Psychology	2				
Sociology	1	1	1		
Special Education				1	1
Technology Education	2	1	5	3	3
Vocational Technical Teacher			1		
BSE					
Business Administration	1				
Early Childhood Education					
Elementary Education				2	2
English Studies	1	3	5	8	8
General Studies					
Industrial Technology	2	3	2	1	1
Interdisciplinary Studies	251	359	230	321	321
Mathematics		2			
Middle School Education	1				
Political Science	1				
Psychology					

Special Education	1				
Technology Education					
Total	292	406	284	375	375
Total Undergraduate	292	406	284	375	375

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

?

For Fall Term, as of Census Date

3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
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Non-Degree

?	Non-Degree	1696	1,752	1,416	1,767	1,767
	Total	1696	1,752	1,416	1,767	1,767

CERB						
Biology				1		
English	4	3		9	8	8
History		1		1	3	3
Mathematics	2	1		3	2	2
CERG						
Behavioral Analyst				2	12	12
Civic Engagement					1	1
Reading Specialist					1	1
Educational Technology					1	1
Fine Arts Director		1		1		
Forensic Nursing		1		1	1	1
Not for Profit Management				1	2	2
	Total	6	7	19	31	31

Master's

MA						
Biology	4	2		3	3	3
English	16	16		13	9	9
History	13	17		22	12	12
MAT						
Biology	3	3		6	8	8

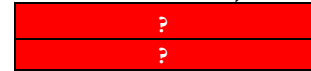
English	13	15	16	17	17
History	8	11	14	16	16
MBA					
Business Administration	103	82	98	81	81
MEd					
Arts Education	4	11	8	10	10
Curriculum and Teaching	174	250	241	172	172
Early Childhood Education	27	25	22	26	26
Educational Leadership/Management	27	33	30	36	36
Elementary Education	66	62	59	45	45
General Education Studies	7	4	5	1	1
Middle School Education	30	35	35	32	32
Occupational Education	17	17	19	35	35
Reading Specialist				1	1
Science Education	2	7	4	3	3
Secondary Education	20	22	16	24	24
Special Education	152	163	191	146	146
Technology Education	6	6	1	5	5
MS					
Applied Communication	22	21	20	15	15
Applied Communication Studies				1	1
Communication Media	1			1	1
Computer Science	82	60	52	57	57
Counseling	87	72	69	68	68
Criminal Justice	1				
Forensic Nursing	20	25	24	17	17
Total	905	959	968	841	841

Doctorate

P					

Standard 4: The Academic Program

(Credit Hours Generated By "Department" as assigned in the Banner Student Record System or Comparable Academic Unit)



3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
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Undergraduate

Administration	38	17	35	** Not Available	35
Bay Path Regional Tech		30		See footnote	
Behavioral Science	14,260	15,182	14,781		14,781
Biology/Chemistry	7,019	7,598	7,357		7,357
Business Administration	6,773	7,259	7,460		7,460
Communications Media	8,494	9,078	9,447		9,447
Computer Science	2,155	2,082	2,244		2,244
Early Child, Elem, Middle	2,207	2,047	1,112		1,112
Econ, History, Political Science		3			
Education	63	271	1,205		1,205
English	15,511	15,689	15,069		15,069
Exercise and Sports Science	4,673	4,942	4,484		4,484
Geophysical Sciences	2,982	3,001	2,879		2,879
Humanities	10,428	12,393	11,888		11,888
Industrial Technology	5,560	5,496	5,001		5,001
Interdisciplinary Studies	157	1	31		31
Leadership Academy	386	538	527		527
Mass. Assoc. of Voc. Admin.		594	1,350		1,350
Mathematics	7,197	7,557	7,801		7,801
Military Science	82	61	44		44
Nursing	3,217	3,787	4,082		4082
NYPRO	3	60	243		243
Professional Development	27	15	45		45
Research for Better Teaching	24	54	39		39
Social Science	12,432	11,948	11,208		11208
Special Education	1,335	1,511	1,635		1635
None Listed	21				35

Total

105,044

111,214

109,967

-

109,967

Graduate

Abromitis Online		12	180		180
Assabet Valley Collaborative		69	81		81
Bedford Public Schools		48			
Behavioral Science	1,493	1,589	1,617		1,617
Biology/Chemistry	237	275	230		230
Boston Public School		438	297		297
Brookline Public School		12	31		31
Business Administration	1,776	1,799	1,732		1,732
Cape Cod Collaborative		180	99		99
Carroll School			2		2
Catherine Brine Agency		5,253	4,590		4,590
Center for Professional Studies	142	96			
Collaborative for Educ. Services			1,182		1,182
Commonwealth Learning Ctr.		175	213		213
Communications Media	705	529	264		264
Computer Science	937	868	755		755
Consortium of Literacy Educ.	54	51			
Dighton-Rehoboth Reg. HS		30	51		51
Dracut Public Schools		89			
Early Child, Elem, Middle	14,696	2,919	1,836		1,836
Econ, History, Political Science			57		57
EDCO		8	20		20
Education	1,917	1,029	495		495
Education Performance System		210	54		54
English	620	603	500		500
Exercise and Sports Science	40	6			
Facing History and Ourselves		14	15		15
Geophysical Sciences	6	15	18		18
Hampshire Ed Collaborative		2,936	2,147		2,147
Hudson River Teacher Ctr		6	57		57
Humanities	297	242	78		78
Industrial Technology	1,435	794	238		238
Interdisciplinary Studies	171	132	177		177
Jenmarc	678	2,421	2,661		2,661
Long Island Learning Inst.		399	144		144

Lowell Public Schools		1,164	840		840
MASCA		3	18		18
Mass Agriculture in the Classroom		39	33		33
Mass Assoc. of Voc. Admin.		222	843		843
Mass Teacher Association		222	108		108
Mathematics	101	3			
May Institute		234	126		126
MEC/PRISM		174	318		318
Merrimack Education Center	681	2,358	1,836		1,836
MESPA			114		114
Nat'l Inst. For School Leadership	57	80	10		10
Nursing	278	286	220		220
Professional Development	9,118	5,367	4,088		4,088
Research for Better Teaching	1,359	3,342	4,006		4,006
Ribas		18	270		270
Rollins Griffith Teacher Center	24				
Sally Orcutt		75	96		96
Social Science	620	346	285		285
South Shore Ed. Collaborative		114	93		93
Special Education	5,701	3,986	3,055		3,055
Teachers 21		9			
Walden Woods project			18		18
Wilson Language Training			2,326		2,326
Worcester Art Museum		21	45		45
None listed	27	15			
Total	43,170	41,325	38,569	0	38,569

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**this data is not available until July 2012.

Description

Overview

The Academic Programs at Fitchburg State reflect, support, and are informed by our [mission](#) as a university “committed to excellence in teaching and learning” which “blends liberal arts and sciences and professional programs within a small college environment.”

The University [Catalog](#) describes the extensive range of programs available to both undergraduate and graduate students; these include the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Education, the Master of Arts, the Master of Arts in Teaching, the Master of Education, the Master of Science, the Master of Business Administration, the Certificate of Advanced Graduate Studies, and a variety of undergraduate, post-baccalaureate, and graduate-level certificate programs.

The University has 14 academic departments, and offers 26 undergraduate majors and over 45 minors to students. Bachelor degrees offered through the day program are designed to be completed in four years. Bachelor degrees offered through Graduate & Continuing Education (GCE) are consistent with their counterparts in the day division, including major requirements, [Liberal Arts and Sciences](#) (LAS) core requirements, and academic standards for admission and satisfactory progress. While bachelor degrees through GCE may also be completed within four years, students may progress at a pace which fits their family and career responsibilities. Several undergraduate certificates are also available through GCE to meet the adult learner’s need for a career advancement or change. The Leadership Academy Honors Program, approved by the Board of Higher Education as a Commonwealth Honors Program, makes honors work available to students in all majors.

Graduate programs are designed to prepare professionals for advancement in their fields and for additional post-graduate work. Each program has minimum standards for admission and retention. Students must complete graduate degrees within six years of starting in the program. Most programs require research appropriate to the discipline and program level. All but two graduate programs require a comprehensive exam, practicum, internship, thesis, capstone, or clinical experience as a final student assessment.

In addition to these degree and certificate programs, the University’s Center for Professional Studies supports life-long learning, while non-credit courses in music and language are offered through Graduate & Continuing Education. Our popular learning in retirement institute, Adult Learning in the Fitchburg Area (ALFA), offers a broad variety of courses primarily to retirees.

All academic programs are administered by the Vice President for Academic Affairs assisted by the Associate Vice President, the Dean of Graduate and Continuing Education, the Dean of Education, the Dean of Enrollment Management, and the Dean of Student and Academic Life. Fitchburg State's system of academic oversight has a clearly defined structure and allows input from the institution's administrators, department chairs, faculty and students, and, where appropriate, from outside evaluators. Almost all issues pertaining to the institution's undergraduate academic programs are brought to the All College Committee (as set forth in the [MSCA contract](#) (Article VII)) which then assigns items for consideration to the standing sub-committees (Curriculum, Academic Policy, and Student Affairs). Each of these sub-committees has a fixed number of members drawn from the faculty,

students, and administrators. Matters that are brought to these committees include, but are not limited to, program creation, modification or deletion; course creation or deletion; the academic calendar; core curriculum program; and academic policies. Revisions to a particular undergraduate program must also be approved by the departmental curriculum committee and reviewed by the chair before submission to the ACC. ACC actions must be approved by the President.

Graduate and Continuing Education (GCE) is administered by the office of Academic Affairs and the Dean of Graduate & Continuing Education. Academic oversight of graduate programs follows a parallel but separate path, with oversight by graduate curriculum committees, graduate program chairs, and institution-wide review and approval from the Graduate Council; the President has final approval. Degree specializations originate in the appropriate academic department of the University. If there is no corresponding academic department, the case with some graduate certificate programs, designated graduate curriculum committees perform the appropriate functions. GCE, in conjunction with the appropriate academic departments, maintains the quality of the degree programs, schedules courses, and assists departments in advising students.

The [University Catalog](#), the central repository and reference point for all undergraduate and graduate academic programs, includes admissions requirements; program objectives, descriptions, and requirements; course descriptions; faculty listings; and academic policies. While program, policy, and curriculum changes move through governance throughout the year, they take effect in the following year. The catalog is updated annually to incorporate these changes, assuring its consistency and reliability. The Catalog is available in print by request only and is posted on the website as a PDF for easy access. The [University website](#) includes additional information about our institution, such as specific student learning outcomes for individual programs and [four year plans of study](#) which provide detailed course sequences for each undergraduate day program. The documents outline program goals and requirements, communicate program expectations to students, and provide a framework for maintaining coherent design of academic degree programs.

Recognizing the importance of information resources and technology, the University extensively supports these areas for both face-to-face classrooms and distance learning courses. Online course development guidelines are given to faculty, and they, as well as students, benefit from assistance provided by the coordinator of Distance Education, the Library and IT. All campus users have access to support by dialing the designated support line. The 24/7 support was a result of the launch of our initial online programs in the fall of 2008. In addition, every course has its site on Blackboard, the online course management system. Another investment made to support the distance education platform is Elluminate, which allows real-time interaction for learners at a distance. Fitchburg State University has a technology advisory committee, consisting of faculty, administrators, and students, which helps oversee the planning and implementation of new information technology. See below and also Standards 5, 7, and 8 for more information on these topics.

The University has begun work on a Comprehensive Academic Plan, a goal which was an objective of the 2004-2009 Strategic Plan. Since 2005, there have been several working groups of department chairs that have worked on academic issues that could be incorporated into a Comprehensive Academic Plan. These have included departmental vision statements, potential new majors and better utilization of the Interdisciplinary Studies major, program review revision, class size, distance education policies, web re-design for academic programs and possible structures for the Comprehensive Academic Plan itself.

Program Reviews

Because program reviews ensure program coherence and academic quality, the undergraduate programs, including the University's Liberal Arts and Sciences Curriculum, are reviewed every five years unless they have accreditation reviews on a longer cycle. A subgroup of the department chairs reviewed and strengthened the program review format in 2010. The process and timeline was approved by the All College Committee ([2011 ACC 2](#)). The program review process includes a faculty prepared self-study which addresses various areas of the program, including effectiveness of curriculum, analysis of student enrollment data, analysis of the data collected as a part of a program's Outcomes Assessment Plan and appraisal of the department's faculty and resources. The review process also includes a visit by and report from an external evaluator. Programs must also prepare a response to the external evaluator's report to Academic Affairs as part of their review cycle, providing updates and clarifications based on external reviewer comments and their own plans for program improvement.

For programs seeking external accreditation, this accreditation process replaces the program review process as it includes the same elements including external evaluation. Several of the University's programs are state and/or nationally accredited or reviewed, including Business, Computer Science, Criminal Justice, Education, Human Services, Nursing, School Counseling and Technology Education. Accrediting agencies (besides NEASC) include: [Accreditation Board for Engineering and Technology](#) (ABET); [Commission on Collegiate Nursing Education](#); [The Council for Standards in Human Service Education](#); [The International Assembly for Collegiate Business Education](#) (IACBE); and the [National Council for Accreditation of Teacher Education](#) (NCATE).

Graduate and extended campus programs are also reviewed regularly, including internal and external reviews, either as part of the review of an associated undergraduate program or for external accreditation. Outside accreditation for graduate programs includes those in Business, Counseling, Education, and Nursing, making certain that the curriculum is current and meets or exceeds established national or international standards. In addition to the oversight provided by the Dean of Graduate and Continuing Education, the Dean of Education, and Graduate Program Chairs, course and program review processes are overseen by the Graduate Council. These multiple levels of oversight ensure that the expectations of these programs are consistent with generally accepted practice at the graduate level.

Changes to academic programs in response to the review process, including modifications to requirements or plans of study or the addition of new tracks or concentrations, start within a department and must be approved by the ACC or Graduate Council, and finally by the President. Department and program chairs, in conjunction with Academic Affairs, build and maintain course schedules based on curricular requirements, the results of program review, student needs, and faculty availability. Cancellation of courses must also adhere to governance policies and procedures.

The results of the program review process at the undergraduate level provide a rationale for many budget requests. Departmental Budget requests for additional resources are made annually in December of the preceding fiscal year ([Fiscal Year Budget Timeline](#)) to the Vice President for Academic Affairs and the Office of Financial Services in the form of program base budgets as well as one-time Extraordinary Budget Requests (EBRQs). Final budget recommendations are made by the University's Executive Committee. The President submits the budget for approval by the Trustees. Similarly, department chairs annually submit recommendations for full-time faculty positions to the Vice President

for Academic Affairs (VPAA). The VPAA presents these recommendations to the President for approval so that the positions can be advertised nationally each fall. See Standard Five for a detailed discussion of the hiring process.

Undergraduate Degree Programs

The University offers three undergraduate degrees: the BA, BS, and BSED. Only Elementary, Early Childhood, Middle School, Technology Education and Special Education students earn the BSED degree. There are ten programs which offer both the BA and BS: Biology, Psychological Science, Sociology, History, Political Science, English Studies (all concentrations), Earth Science, Geography, Interdisciplinary Studies, and Mathematics. We currently have a total of 26 [undergraduate majors](#), many of which have multiple concentrations, and 45 minors.

Students completing an undergraduate program at Fitchburg State University are expected to choose a major course of study before the end of their sophomore year. The major consists of a minimum of 33 semester hours of coursework. Students must also complete a minimum of 48 semester hours of coursework to satisfy the requirements of the Liberal Arts and Sciences Program (LAS) and an overall minimum of 120 semester hours of coursework for graduation. Students must maintain a minimum GPA of 2.0 in their major and overall in order to complete any major. Some programs require a higher GPA for continuation in the program, for internship work, and for graduation.

Enrollments in bachelor degree programs vary greatly. The largest undergraduate programs (based on FY11 data) are Communications Media (641); Business Administration (489); Education (444, which encompasses Early Childhood, Elementary, Middle School, and Special Education); Criminal Justice (270); Nursing (252) and Industrial Technology (251). The smallest programs are Economics (8); Technology Education (13); Geography (30); Mathematics (33); and Occupational/Vocational Education (41).

General Education

The General Education requirements at Fitchburg State University (known as the Liberal Arts & Sciences (LAS) requirements) underwent a significant revision in 2006, replacing the previous program developed in 1980. The new requirements were approved by the All College Committee and the President; in 2008 they were implemented for all entering students and enrolled juniors or sophomores were allowed to choose the new program or remain in the old program. Of the 120 semester hours needed to graduate, candidates must complete a minimum of 48 hours to satisfy the requirements of the LAS program.

The curriculum defines five objectives, which embody the knowledge, skills, and dispositions of well-educated individuals: problem solving and synthesis, communication, citizenship, ethical reasoning, and the arts. To meet these objectives, students must take courses from three clusters: Science, Math and Technology; Citizenship and the World; and the Arts. Within these three clusters, students take at least one math course, a lab-science course, a health/fitness-related course, a history course, a human behavior course, an art or music course, a literature course, Writing I and Writing II, as well as an elective in each of the three clusters (a total of 36 credits) is required. In addition students can select from three options, each consisting of a minimum of 12 credits: Option A consisting of 6 credits of a foreign language and 6 LAS credits at or above the 2000 level; Option B consisting of 12 credits in a single LAS discipline outside of a student's first major, 6 of which must be at or above the 2000 level.

Option C, which requires a rationale, consists of a 4-course/12-credit curriculum designed by the student and approved by the student's advisor, a department chair, and the appropriate dean.

In addition, two courses from two different clusters must be designated Global Diversity, and one of these must also be Non-Western. The student must fulfill junior/senior level writing, computer literacy and speaking/listening requirements which are defined by their major. Further, the LAS revisions called for the creation of and support for Learning Communities to support students' integration of material across disciplines and enhance their sense of belonging to an academic community.

The Leadership Academy Honors program, a state-approved Commonwealth Honors Program, provides an enriched set of coursework for the best prepared and most qualified students. Students are admitted in the freshmen year from all majors. Completion of the entire Leadership Academy program requirements is a substitute for the Liberal Arts and Sciences Program. A GPA of 3.3 is required to continue in the program. Internal and external transfer students can be admitted to the Leadership Academy Honors minor. The Honors minor consists of 4 honors seminars and 6 credits of work on an honors thesis. The Honors minor is open to students with a minimum 3.3 GPA from any major. Having a minor allows more students to participate in the Honors Program and be identified as Commonwealth Scholars. The leadership focus is linked closely to our mission statement of producing students who lead and serve the communities in which they live.

The LAS program provides a substantial and coherent introduction to the broad areas of human knowledge, while the required major ensures in-depth study in at least one disciplinary or interdisciplinary area. Because these combined requirements account for between 81 and 111 of the 120 semester hours of coursework required to graduate, students also have the opportunity to pursue knowledge and understanding through unrestricted electives. Students can track their progress in meeting the requirements for graduation in a variety of ways, including through the program requirements listed in the Catalog, the sequence of courses provided in the 4-year plans of study, the individualized web-based degree evaluation available online through the [Web4](#) portal, and through regular, strongly recommended meetings with their academic advisors.

The Major or Concentration

Each undergraduate program provides a [four-year plan of study](#) for majors. The plan outlines how they will fulfill their LAS required courses while pursuing sequenced courses in the major which build both academic skills and content, culminating with advanced courses or a practicum. Each program of study is also summarized in the University Catalog. These documents allow a student to plan for future semesters and track course progression in their major. In addition, all students can view their University and major requirements on the online web-based degree evaluation, also known as Web4.

All undergraduate students are required to complete a minimum of 33 semester hours in their major, as shown by the Catalog and by Banner degree audit records. Departmental curriculum committees frequently review the appropriateness of their programs as well as their success in preparing students for their fields of study. Programs are also required to reflect on these issues in their self-studies. While many programs are in the early stages of implementing systematic assessment targeted at senior-level students, all but two programs, Industrial Technology and the Interdisciplinary Studies major, have established learning objectives for the major or concentration.

Most majors provide the opportunity for students to gain real-world experiences through internship experiences. Several majors including Communications Media, Education, Human Services, and Nursing require an internship or practical experience as a culminating experience for their programs.

Graduate Programs

The University offers [2 CAGS majors, 22 master's level majors, 9 graduate certificates, and 4 post-baccalaureate certificates](#). In addition to the Certificate of Advanced Graduate Studies (CAGS), the institution offers degrees including the Master of Arts (MA), the Master of Arts in Teaching (MAT), the Master of Education (M.Ed.), the Master of Business Administration (MBA), and the Master of Science (MS). The CAGS is available in Educational Leadership and Management and in Interdisciplinary Studies. Each of these has several concentrations. Master degrees are available in Biology (MA/MAT), English (MA/MAT), History (MA/MAT), Business Administration (MBA), Applied Communication (MS), Computer Science (MS), Counseling (MS), Forensic Nursing (MS), and Education (M.Ed.), again with a variety of concentrations available in some programs. Graduate certificate programs provide professional development and career advancement opportunities for working professionals and others seeking career change. Post-baccalaureate certificates are available for holders of bachelor degrees seeking educator licensure in Biology, English, History, and Mathematics. The University also offers graduate programs in Education in cooperation with five Extended Campus partners.

The Dean of Graduate and Continuing Education is responsible for ensuring that all changes approved by the Graduate Council during the academic year are incorporated into the subsequent catalog. One significant change this past year for University graduate programs (as well as the undergraduate evening programs) was the elimination of the printed bulletin which had been published three times each year (fall, winter/spring, and summer). Besides listing the course schedules, the Bulletin included “topics” course descriptions, courses which have not yet gone through governance approval for inclusion in the Catalog, and which may be offered up to two times prior to going through governance. Replacing the printed bulletin, the enhanced website provides the most current course information in a user-friendly format. Course schedules, updated in real time with enrollments, and course descriptions, including “topics” courses not found in the Catalog, are easily available. GCE continues to print a “mini-Bulletin” for marketing purposes, which includes a listing of available courses, information on upcoming special events, and new program announcements as applicable.

The University’s admission requirements ensure that students admitted to graduate degree programs are demonstrably qualified for advanced academic study. Minimum admission and retention requirements for graduate students are detailed in the University Catalog. Admission requirements include GPA; entrance exams; 3 letters of recommendation; transcripts; transcript analysis when appropriate; additional pre-requisite courses when appropriate; and license-certification. Several graduate programs have additional requirements. These include personal essays and additional tests for admission. See

<http://www.fitchburgstate.edu/uploads/files/Admissions/QuickReferenceGuide2011.pdf>.

Graduate Students in each program are assigned a [faculty advisor](#) to assist with developing a program of study and to help the student achieve his or her goals. To supplement the advising process, GCE also has a full-time [Program Advisor and Retention Specialist](#). Several faculty members also serve as GCE evening advisors three evenings each week and are available for matriculated and prospective students. In addition, GCE, in fall 2008, created a new advising vehicle called the [“Virtual Advisor”](#) which received an [award](#) from the Center for Transforming Student Services in recognition of innovation in online student

services. The Virtual Advisor online advising program includes a live chat feature, videos to guide students through the admission process and course registration, distance education information, and special procedures for international students. Additional videos for nearly every program describe the admission requirements, curriculum, advising, course sequence, time to completion, the benefits and goals of the program, expected outcomes, and information suited to the particular needs of adult learners. Helpful links on the evening student [resource page](#) include a Graduate Student Orientation and information for admitted and prospective students.

Graduate programs offered on campus use the same facilities, information resources, information technology and general University resources as the undergraduate programs. Each graduate program is also provided with its own modest annual budget to provide resources beyond those available to the campus as a whole.

Distance Education

The University's development of distance learning courses speaks to one of the institution's core values, accessibility, since these courses provide equitable access to high-quality programs and services for people of varying cultural backgrounds living within our diverse community in North Central Massachusetts and beyond. Distance learning offerings, the majority of which are offered through GCE, have grown significantly since the 2002 self-study. Prior to that last NEASC visit, we had offered a total of 36 online sections of 21 courses. As of spring 2011, we have 246 online courses reviewed and approved, and have offered 1,027 online GCE sections and 174 online day sections. Fifty-seven percent of all undergraduate online courses and 46% of all graduate online courses have been developed by full-time faculty. To address this growth, the University hired a full-time Distance Education Coordinator in July 2007, who supports faculty and students and works with academic departments and Academic Affairs to promote quality assurance for online offerings. There has been a concurrent expansion in training for online instruction and related technologies. In addition to the training opportunities discussed previously, online students also have access to the campus resources through the [student center link](#) on the Distance Education website.

The institution requires that all programs and courses offered for concentrated time periods or via distance learning maintain and require the same academic outcomes and rigor as those offered during the more traditional time periods and modalities. All courses, regardless of location or delivery format, must meet the same requirements as campus-based courses in order to be delivered online. In addition to being reviewed and approved by department and/or program chairs, they must be reviewed and approved by the distance education coordinator and the appropriate dean. The developmental and approval process is detailed at: <http://www.fitchburgstate.edu/academics/online-learning/distance-education-faculty-resources/>. In October 2011, a change to the distance learning review process resulted as part of a faculty grievance resolution. The process before that time required a review by the Distance Education Coordinator prior to the first time offering of an online course as well as a post review after its first offering. The faculty union contended that this review was an "evaluation" and therefore violated the evaluation article of the DGCE Collective Bargaining Agreement. Going forward, the Distance Education Coordinator will need to secure permission from the faculty member for any prior or post review. Also, distance education students must meet the same entrance and retention criteria as those in our on-campus programs, and are afforded the same access to services and the library as on-campus students. Academic support can be accessed by students from a distance at www.fitchburgstate.edu/distance.

In the fall of 2008 the University launched its first two fully online programs: the Master of Science in Forensic Nursing and the Master of Business Administration. These programs were reviewed and approved by NEASC. An additional online program, the RN to BSN, designed to meet the scheduling needs of RN's working to earn their BSN, was launched in the summer of 2009.

For Distance Education, Fitchburg State meets the requirement of student authentication by issuing students a secure username and password to access their course on a secure web-site. All Fitchburg State students are given a unique user name and password. These credentials are required to access the course at any time. The courses are hosted on a secure site: <https://blackboard.fitchburgstate.edu>. Additionally, the student must update and maintain a password that meets security standards set by the University. These standards are overseen by the chief security officer.

In October of 2010, the U.S. Department of Education (USDOE) released new "program integrity" regulations in regards to distance education. These regulations required that institutions acquire authorization from any state in which it 'operates' with a July 1, 2011 deadline for compliance. The regulations were complex and specific to each state. As a result of these new regulations, the Distance Education Coordinator researched the regulations and attended several informational sessions on the regulations. Fitchburg State University partnered with several institutions and organizations to gain an understanding of and path to compliance with the new regulations.

In April of 2011 the USDOE released a letter stating that there would be an extension of the deadline until July 1, 2014 as long as institutions continued making a "good faith effort" toward compliance. Prior to the letter being issued, Fitchburg State had contacted all states in regard to their regulations and authorization process. By the end of April, Fitchburg State had heard from and was actively working toward compliance with all but 4 states that had yet to reply. Through the attendance of several meetings with other Massachusetts universities and colleges, it became clear that Fitchburg State was well advanced of many in their efforts to secure compliance.

On July 12, 2011, the United States District Court for the District of Columbia struck down the distance education portion of the U.S. Department of Education's (USDOE) state authorization regulations placing for now a temporary halt to the new federal regulations. Fitchburg State will continue to monitor this regulation and subsequent policy.

Extended Campus Programs

The University also has a number of [Extended Campus Programs](#), additional instructional locations that include 5 partners which offer degree and certificate programs (mostly at the graduate level).

Additionally, the University partners with schools, collaboratives, and other educational agencies to offer professional development courses. In any given year, approximately 30 Professional Development Partners have relationships with the university; the Center for Professional Studies and Extended Campus programs administers these partnerships. Each academic year, the Extended Campus partners sign a detailed contract with the University which obligates them to follow the same procedures and policies, share the same standards for review and approval of programs, courses, and faculty, and have the same curriculum as their on-campus iterations. The [Extended Campus Handbook](#) details these policies and procedures. The Extended Campus Program and offerings of the Center for Professional

Studies are managed by a Director, who reports directly to the Dean of Graduate and Continuing Education and the Dean of Education.

Additionally, Extended Campus programs that offer degrees are managed by a Fitchburg State graduate program chair or manager, who also advises the off-campus students. This faculty member oversees the curriculum on behalf of the related Fitchburg State academic department. All curriculum changes must be approved by the academic department and the graduate council.

University procedures ensure that Extended Campus faculty hiring, course, program, and syllabus approval, adhere to or exceed University standards. Accordingly, multiple levels of review exist for these programs. The director of the Extended Campus and Center for Professional Studies, the program chairs and appropriate deans hold a faculty meeting with the agencies offering degree programs each year to review processes, curricula, and other pertinent issues. Agency teacher licensure programs are reviewed by the state every 7 years, and all previously approved course syllabi are reviewed every 3 years. Fitchburg State University program chairs and appropriate deans participate in the syllabi reviews. NCATE also examines the quality and integrity of our off-campus education licensure programs during the accreditation cycle.

The University believes that excellence in educational practice must be supported beyond the conferring of degrees or professional licensure. The [Center for Professional Studies](#) serves the immediate and extended community, offering professional development workshops, courses, and conferences to working professionals for over a decade. The Center collaborates with school districts, businesses and other professional groups on continuing educational needs. The CPS operates on two levels. The Professional Development Partners work through the Center to provide offerings for the unique needs of its clientele. These partners offer current Fitchburg State courses and develop courses that meet their area's professional development needs. The CPS also works with our immediate area's businesses, Chambers of Commerce, business associations, and schools to design and deliver specific professional development experiences tailored for needs of these groups. Offerings have included topics such as Advanced Placement Summer Institutes, Fine Arts Summer Institute, Teaching and Learning Music Institutes, Leadership Summit for Public Safety Professionals, and courses in technology and entrepreneurship. To demonstrate the University's commitment to the greater Fitchburg community, the CPS was moved off campus to the center of the City of Fitchburg; and the Douglas and Isabelle Crocker Center for Civic Engagement is now housed within the CPS.

Integrity in the Award of Academic Credit

Fitchburg State University offers a wide variety of courses at the undergraduate and graduate levels, through day and GCE programs, including online courses and those offered through extended campus sites. A minimum of 120 semester credits is required for a bachelor's degree, and a master's degree requires a minimum of 30 credits. Course availability is published on the [seats available lists](#), which contains real-time information on course availability, course descriptions, course costs, faculty, days/times, and format of the course. Graduate and Continuing Education courses are also advertised through the GCE Mini-Bulletin and in some cases via printed flyers and brochures. The Center for Professional Studies (CPS) also lists courses available through their [website](#) and produces promotional flyers and brochures. GCE and CPS offer courses nights, weekends, on-line, and throughout the year. Summer sessions are each 5 weeks in length and winter session (offered online only) runs for 3 weeks between the fall and spring semesters.

Evidence of integrity in awarding academic credit is present in several ways. Regardless of the method for course delivery or whether the courses are offered through the day division, GCE, or CPS/Extended Campus, all discipline-specific course offerings must be approved by the relevant department and program chairs, the appropriate academic dean, and must go through the governance process outlined above. Faculty must provide a syllabus each semester that conforms to the [graduate](#) or [undergraduate](#) course syllabus guidelines. Topics courses, which are created by faculty and approved by the department chair and the dean, may be offered at most twice without ACC or Graduate Council approval. The topics course option enables faculty and departments to create new courses and to test them in the classroom; many of these courses are subsequently brought through governance for inclusion in the University Catalog. Online courses are subject to an additional process of review by the appropriate department chair, program chair, and dean. The Distance Education Coordinator, in conjunction with chairs of the corresponding department, oversees these courses.

The university has always followed the Carnegie definition of a credit hour. In fall 2011, a [proposal](#) was introduced to the ACC and Graduate Council to reaffirm that commitment in response to changes in federal law. The proposal called for the addition of the following definition of credit hour to the glossary in the catalog:

“The university follows the Carnegie Unit for credit hour definition. Credit hour definition the University follows the Carnegie Unit for credit. Students are expected to spend a minimum of 45 hours of work for each credit. The most common breakdown for one credit is one hour of class instruction and two hours of homework for 15 weeks each semester. A three credit course demands nine hours each week. Credit hour definition applies to both undergraduate and graduate course work.”

The evaluation of student learning in all courses also follows institution-wide policies that establish guidelines for awarding course grades. Each grade point and letter grade combination is linked to a specific percentile score on course assignments. These grading systems for undergraduate and graduate courses are published in the [Catalog](#). For undergraduate courses, a 0.0 grade (0 credit) is awarded for any grade under a 1.0 (60-63 on a 100 point scale). For graduate courses, a 0.0 (0 credit) is awarded for any grade below a C (71-73 on a 100 point scale).

Two contractual agreements also support the integrity of academic credit. Courses are evaluated according to provisions in the [MSCA Day contract](#) and [DGCE contract](#) (Article VIII of Day contract and IXD of DGCE contract) which stipulate that students in courses offered in the day program and Graduate and Continuing Education fill out course evaluation forms each semester. Summary information from these forms is returned in the following semester to the faculty member teaching the course and the program or department chair (SIRII form and DGCE contract Appendix D-1). These course evaluation forms are included in faculty portfolios that are used in re-appointment, tenure, promotion, or post-tenure review. During review periods, including review of adjuncts, faculty members are also observed teaching their courses by the Department or Program Chair and in some instances by members of their Departmental Peer Evaluation Committee. The classroom observations are documented using forms provided with the faculty contract, and these forms are included in faculty portfolios (ref Article VIII and Appendix D-1 of Day contract and Article IXD and Appendix D-2 of DGCE contract).

Evaluation occurs each year for full-time, non-tenured faculty, during review periods for faculty being reviewed for promotion or post-tenure review, and during the first semester of a part-time day faculty member's appointment and the 6th semester or the semester teaching the 32nd credit after the initial

review. [Procedures for DGCE Faculty Evaluation](#) are addressed in Article IX, p. 32-36 of the DGCE contract. Evaluation procedures and forms can be found in Appendix D of the Agreement. Every faculty member is evaluated by the Department Chair or designee during the first instructional period of teaching and then for each sixth subsequent course. Evaluation of a member of the bargaining unit will occur no more frequently than once in any academic year. [Specific procedures, forms, and required documents](#) are used for faculty evaluations. See also Standard Five.

Grading

In AY07, at the suggestion of the Academic Quality Committee which was created as part of the 2004-09 Strategic Plan, a proposal was sent through governance that developed additional grade intervals on the four-point scale. The grading scheme was based on a 4.0, 100 point, and letter grade scale. The rationale for the [proposal](#) was to address grade inflation and to increase consistency in the meaning of grades. (ACC 2007 35). By creating more options for grading (besides 1.0 - 4.0 and mid-points), faculty could more accurately define the achievement of students in their courses.

Admission and Transfer of Credit

The minimum requirements for both admission to and completion of all major programs are an overall 2.0 cumulative GPA and a 2.0 GPA in the major. Some majors have higher standards. Graduate students must successfully complete all program requirements while maintaining a minimum cumulative GPA of 3.0 in the degree program and no graduate coursework below a 2.0.

Undergraduate transfer credit is normally granted for courses completed at regionally accredited colleges and universities for which the student received a 2.0 or better and which correspond to those offered at Fitchburg State University. Courses which do not fit the degree program may be counted as fulfilling the free elective requirements for the four-year undergraduate curriculum. A maximum of 75 credits may be transferred from four-year institutions; 60 total credits may be transferred from two-year institutions. The required remaining credits must be earned at Fitchburg State University. At least 50% of any major or minor must be earned at this institution.

All policies and articulation agreements are readily available and clearly stated on the Registrar's web site at www.fitchburgstate.edu/registrar. The Advising Center coordinates the oversight of the Life Experience Credit Award Program (LECAP) which allows students to create a portfolio to seek credit for courses where they have mastered the course content through life experience. Faculty members in the appropriate discipline evaluate the portfolio and determine whether the student receives credit. The LECAP credit option is available to undergraduate students unless they are in the Criminal Justice program. It is not available to graduate students.

The [MassTransfer Compact and Agreement](#), crafted in 2009, guarantees admission to community college students who complete Associate Degrees and enroll in a program that is a part of the transfer compact. These students also receive full transfer of credits and a tuition discount based on the students' final GPA. In addition, if the student completes the MassTransfer Block, he/she has satisfied the Liberal Arts and Sciences requirements at Fitchburg State, although provisions allow for a maximum of two additional courses or six additional credits to be required to satisfy the LAS requirements. At the request of the Department of Higher Education, all MassTransfer and university articulation agreements are posted on the [MassTransfer web site](#) with a [link](#) on the university web site. Course by course articulations with state community colleges are posted on the [registrar](#) and [admissions](#) web sites.

In the graduate program, students may transfer a maximum of 6 graduate credits into the University to ensure the integrity of the graduate degree. The graduate program chair approves all transfer credit requests during the admissions process. For matriculated students, the program chair and appropriate dean approve requests for the transfer credits which require a minimum grade of 3.0.

The University has developed an academic integrity policy which is published in the University Catalog and posted on the web site. Under the syllabus guidelines, all syllabi are required to include statements related to academic integrity. See standards 5 and 11 for further information.

Assessment of Student Learning

Fitchburg State University has made a campus-wide commitment to the assessment of student learning and received a Davis Foundation Grant beginning in September 2007 to support and improve assessment activities. This process includes a combination of course level, program level, and institutional level assessments developed by the faculty with the support of the administration. Beginning in 2000, University policy was established through the All College Committee (ACC) so that student graduation required successful completion of an appropriate discipline-based evaluation chosen by the department and approved by the Vice President for Academic Affairs. At that time, planning and review of outcomes assessment measures became a required component of each department's program review cycle.

The University hired a Director of Assessment in January, 2008. Beginning in AY 2008-2009, the director has overseen the administration of graduating student surveys to all Fitchburg State University graduates. Assessment days are also held in January at the beginning of each spring semester and in May at the end of each spring semester. These meetings provided opportunities for the Assessment Director to share results from 2004, 2006 and 2009 NSSE administrations, as well as results from the prior year's graduating student surveys. Individual programs also share their assessment activities and data. Each undergraduate program must provide the Director of Assessment with copies of their student learning outcomes and submit annual assessment reports outlining their assessment activities, program changes in response to assessment data, and ongoing assessment plans. Assessment data and activities are compiled into an annual report which is published on the University website along with the [data and presentations from each assessment day](#).

Undergraduate programs are allowed autonomy in the development of assessment plans to insure that the process is faculty driven and responds to the unique needs of each area of study. The Director of Assessment provides support, guidance and feedback on program assessment plans to insure they provide effective measures of student learning that can inform program improvement, and when applicable meet the requirements of external accrediting organizations. A campus-wide effort to insure that all programs with an appropriate national accrediting body, seek out and maintain accreditation, has helped these programs at both the graduate and undergraduate level maintain, assess and respond to data on appropriate student learning outcomes. In addition to established student learning outcomes and assessment plans in the academic majors, both the Liberal Arts and Sciences Program and the Leadership Academy Honors Program have established student learning outcomes and developed plans to assess these outcomes. The LAS Program called for the assessment of student learning outcomes related to problem solving and synthesizing, communication, citizenship, ethical reasoning, and art appreciation. The LAS Committee created rubrics to assess each of these outcomes and began collecting

data during AY 2008-2009. The Leadership Academy Honors Program evaluates the Honors thesis as the learning outcome for Leadership students.

The ongoing commitment to the development of Outcomes Assessment is also reflected in support for campus-wide training and support for outcomes assessment including participation in annual conferences offered by the New England Educational Assessment Network (NEEAN). As programs have developed and implemented their assessment plans, the increasing need for a central system for assessment data collection and management led to the implementation of TK20 Campus Tools for the programs that choose to use them. The campus has supported conference travel for training in the use of the TK20 Campus Tools, and has offered faculty mini-grants for the implementation of new assessment strategies including those utilizing the TK20. For example, in spring 2010, five programs (Mathematics, English, Education, History, and Criminal Justice) each received \$1,500 to improve or create assessment techniques using TK20. An additional eight mini-grants will be awarded in 2011.

Appraisal

Overview

The University has undergone a recent leadership change, precipitated in part by the departure of Dr. Michael Fiorentino, Executive Vice President for Academic Affairs, who was appointed President of Lock Haven University in Pennsylvania in April 2011. Fitchburg State completed a successful search for a new VPAA, and Dr. Robin Bowen began her tenure at the end of June 2011. While the Executive Vice President for Academic Affairs had external responsibilities and oversight of athletics, recreation and several other areas of student development, the revised duties of the VPAA remove these responsibilities and focus increased attention to curriculum and management of Academic Affairs, including the development of a Comprehensive Academic Plan, a key goal for the University. Other Academic Affairs action items called for in the [2009-2014 Strategic Plan](#) include a significant number of academic goals and objectives organized under the categories of preparing students for a global society, achieving academic excellence, employing innovative uses of technology to maximize student learning and creating a culture of diversity to meet regional needs and enhance the University community.

There have also been ongoing discussions about whether the current academic structure of a VPAA, an Associate VPAA, and four Deans (Graduate and Continuing Education, Education, Enrollment Management and Student and Academic Life) is the most effective way of managing academic programs and assisting department chairs and faculty members with the development of new programs. However, a final determination has not been made.

Program Reviews

A review of the proposals brought before the All College Committee (ACC), as they compare with summary reports from program reviews, strategic plans, and NEASC review documents, shows that the system of academic oversight is quite effective. That is, one can track proposals that have been brought before the ACC back to items that were identified as needed by the department members or the outside reviewer in the program review cycle. Programs complete a mid-point review summary that identifies which goals have been addressed and which are outstanding.

The program review process is comprehensive at the undergraduate level, and many but not all graduate programs also engage in regular program review, either in tandem with corresponding undergraduate program reviews or through outside accreditation program review processes. Some programs are reviewed on a consistent cycle as determined by outside accreditation organizations. Other programs without outside accreditation are also reviewed regularly as indicated by [Graduate Council Summaries](#). Unlike the undergraduate process of program review, there are no college-wide policies or timelines in place for the review of graduate programs.

Undergraduate Degree Programs

The oversight of the undergraduate curriculum has produced an effective system of majors and LAS requirements. The academic programs of study are detailed for all majors via the catalog or website, but currently, the BS or BA in Interdisciplinary Studies does not have a web based degree evaluation for tracking student progress through the major and for providing feedback beyond academic advising by individual faculty. All other majors do have this audit sheet.

A Bachelor of Arts degree requires that students complete the coursework for the major plus a demonstration of foreign language proficiency at the intermediate II level (either by completion of this course or through placement testing or AP credit). All students completing the full Leadership Academy Honors Program are required to meet this language requirement. The largest programs, in professional areas such as Communications, Business, Industrial Technology, Education, and Nursing, do not offer the BA. However, in the areas where this option is available, few students who might select the BA do so. In 2011, 113 students worked toward a BA in programs which offer both the BA and BS, while 764 worked toward the BS in those programs. There appear to be several reasons for this trend. Students may avoid the BA due to the limited number of sections of foreign languages being offered or the limited number of choices of foreign languages. In an effort to encourage undergraduate students to complete the foreign language requirement, Option A was added to the advanced study portion of the LAS requirements, allowing for students to complete this requirement by taking at least two semesters of foreign language. The course offerings in Mandarin, Latin, and Italian have increased. In fall 2011, Arabic was offered as a new language option. These additional offerings may lead to increased numbers of students opting for a BA track.

When program requirements are changed, the new requirements take effect for the incoming freshman class. Currently enrolled students are given a choice of remaining under the old or choosing to follow the new requirements. Since the last visit, due to low enrollment, the undergraduate program in Clinical Lab Sciences was phased out. The contractual procedure for elimination of programs was followed and a [teach-out plan](#) was developed for students remaining in program to ensure the opportunity for successful completion of the program.

General Education

From 2006 to 2008, faculty reviewed the general education requirements that had been in place since 1980 and developed a new set of Liberal Arts and Sciences requirements that better meet the educational needs of current students. This revision accomplished several major goals. It allowed students more freedom to explore areas of interest or need, thus facilitating their attainment of academic and professional objectives ([Catalog page 62](#)). It reduced the credits for general education from 60 to 48, opening up the possibility for students to take minors in addition to majors. It also provided incentives for students to take more language courses and defined global diversity course

requirements so that students might be better prepared citizens of the global society.

A review of the Catalog showed that programs do not all currently identify the ways in which the students in their programs meet the speaking/listening requirement, the computer literacy requirement and the Jr./Sr. Writing requirements for each major.

The LAS revisions also called for the establishment of Learning Communities of linked freshmen-level courses. This initiative was piloted in 2006-2007, but no additional learning communities or freshmen seminars have since been scheduled pending a review of the cost, educational effectiveness, and scheduling issues that impact faculty staffing and student registration.

The Major or Concentration

All programs have a prerequisite course structure that ensures that students take courses sequentially to allow for the synthesis of material and development of skills. Results from undergraduate students completing the University's [Graduating Student Survey](#) indicate that, overall, alumni are satisfied with a number of aspects of their major program of study.

Annual aggregation of data in 2009, 2010 and 2011 generated mean ratings for almost all questions about the coursework in student's majors between good and very good (3 – 4). Mean ratings for overall quality of instruction, quality of instructional materials, availability of faculty, timeliness and relevance of course content, helpfulness of non-teaching staff, quality of facilities, quality of extracurricular experiences, and overall level of challenge either approached or exceeded 3.5 in each year. The only ratings that consistently fell significantly below 3.5 were the ratings for availability of classes and frequency of course offerings. However, neither of these mean ratings was significantly below 3 in any of the years. In contrast, across the three years, the size of classes in the major was consistently scored significantly higher than other ratings.

The Interdisciplinary Studies major poses special opportunities since the program is designed by the student under the guidance of a faculty advisor, and can be customized to achieve individualized goals. According to the 2011 Institutional Factbook, only about 10 students apply each year to the BS in Interdisciplinary Studies, but there are between 300-400 IDIS majors. One reason for this is that all early childhood, elementary, middle and special education students must double major in specifically designed interdisciplinary majors which prepare them to deliver social science, science, math and English content. Undergraduate students in GCE are also encouraged to build IDIS majors since few programs offer a full undergraduate degree in the evening. Additionally, in the past two years, departments have been encouraged to create some new IDIS concentrations as options for students to do interdisciplinary work. For example, in spring 2011, a pre-law concentration to the IDIS major. The IDIS program is currently managed by the Humanities Department although majors often may be advised elsewhere.

Graduate Programs

In the graduate programs, mastery of complex professional knowledge and skills is a clearly stated goal in both online publications and print. However, these goals are not always formalized into learning objectives for each program. All programs have plans of study that are clearly articulated in the Catalog, but these do not necessarily list the sequence of courses as they will be scheduled over the duration of the program. The graduate programs also do not have web-based degree evaluations to assist the

program advisors or the students. However, suggested sequences of courses have been developed for most programs and are published on the graduate program web pages.

Most graduate and post-baccalaureate programs are chaired or coordinated by full-time University faculty members, although there are cases --mostly due to retirements, faculty shifts, or program changes--in which part-time or retired faculty serve as interim chairs. During the 2010-11 academic year, 14 graduate chairs are full-time faculty and 5 are adjuncts or retired University faculty.

Individual graduate programs determine the level of qualifications in addition to the contractual minimum for the graduate faculty who teach in that program. The process for hiring graduate faculty includes approval by the department chair, the graduate program chair, and a dean. In some cases, a doctorate is required; in other cases a minimum of a master's degree is required. Program needs for students at the graduate level often require active practitioners whose relevant and up-to-date credentials, experience, knowledge, and skills add increased professional growth for students as compared to those with traditional undergraduate faculty qualifications.

The University encourages full-time faculty to teach in GCE, advertises graduate teaching as a possibility for all teaching positions and requires it in some, and regularly informs faculty about the opportunity. The MSCA day contract also allows faculty to teach graduate courses as part of their day load. When they do so, they are awarded four credits for each three credit graduate course. Some faculty are concerned that more full-time faculty are not teaching graduate courses. Full-time faculty may have several reasons not to teach in their department's graduate programs. Although they may receive additional compensation for this work, they may not want to devote their time to additional teaching as opposed to research. Some graduate programs are also small; consequently, courses may be cancelled for low enrollment or faculty may be given the option of getting payment for course by arrangement.

Distance Education

In 2010, a committee comprised of five department chairs, the Distance Education Coordinator, and the Associate Vice President for Academic Affairs, was assembled to evaluate the distance education guidelines and to recommend strategies to move forward. The group reviewed and updated current policies, procedures, and guidelines where necessary. The changes made were reviewed with the Department Chairs, and the web site was updated to reflect these changes. A major change that was made was to more clearly define what is meant by online and hybrid courses to insure that hybrid courses also follow the review process. Online courses are those in which 100% of the course's instruction is conducted in distance mode. Another course delivery option, the hybrid (blended) course, combines classroom and online methods but must deliver at least 15% of the course's content online. Both online and hybrid courses must go through the college's approval process. The chairs also decided to continue the practice of not allowing a full-time day faculty member to teach more than two online courses in a semester as part of their day load and to limit the number of offerings of online courses that would be available to day students. They did so based on their belief that the classroom experience was a major component of the overall undergraduate degree for residential and non-residential students.

Extended Campus

The Extended Campus Handbook has been recently updated with more explicit details of policies and procedures. Extended Campus Program forms, such as skeletal syllabi with required features and e-forms, are available to Extended Campus instructors and program managers. There are regular meetings

between the Deans, the Program Chairs, and the agencies to address issues that arise. These standardized procedures and documentation help assure quality control and support to providers and faculty.

In 2005, due to budget constraints, the Director of Extended Campus and the Director of the Center for Professional Studies were each reduced to half-time positions. One full-time person now manages both entities, whereas before two full-time persons managed each separately.

Finally, the close management and scrutiny of Extended Campus programming has led to decisions to close some degree programs and professional development sites since our last NEASC accreditation. When degree program sites have been closed, a comprehensive plan for assisting the enrolled students with completion of their degree programs has been developed. Courses may be offered on-line, on-campus, or at locations more convenient for the students.

Integrity in the Award of Academic Credit

The academic programs lead to appropriately named degrees, following the practices common to American institutions of higher education. Fitchburg State offers a wide variety of courses to satisfy the minimum 120 credits needed for a Bachelor's degree and the minimum 30 credits required for a Master's degree. The oversight of these individual course offerings falls to the Department or Program Chairs who determine faculty schedules and the faculty from whom they can select to teach the courses.

Undergraduate departments varied widely from year to year and department to department in their need for part-time faculty. The MSCA contract specifies that no more than 15% of all courses offered in a department can be taught by adjuncts. It excludes from this count coverage for faculty sabbaticals and leaves, departmental chairs, union duties, paybacks for course overloads in previous semesters and alternative assignments. The majority of the utilization of part-time faculty is for covering faculty sabbaticals, department chairs, union duties, or release time for grants and alternative assignments. Over the past 3 years, only 2 programs, English and Exercise and Sports Science (EXSS), consistently had over 10% of their remaining courses taught by part-time faculty; and a third program, Industrial Technology (ITEC) averaged about 5% of its remaining courses taught by adjuncts.

In one semester, 59% of the University's day courses might be multi-sectional. There may be anywhere from two to approximately twenty-eight sections of any given course. While each course has a single course description in the Catalog, different departments have different methods of determining the degree to which the sections of any one course are similar in content, nature of instruction, and outcomes. Some departments create a common syllabus for all sections. Others may set up a list of topics that each section must cover. All departments ensure consistency and quality across different sections of courses taught by different instructors but do so through different means.

Grading

The change in the grading scale in AY 07 was significant and our practices ensure the integrity of the award of academic credit. Further, the university has taken additional steps to insure we continue to do so. [Grading data](#) shows that before implementation, the average grade point average for day courses was 2.9; while in the years after implementation, the average grade point average was 2.87. However, the percentage of 4.0's is instructive. Before the new policy, 24% of day grades were 4.0. Over the three years after implementation, the average percentage of 4.0's was 16%. However, reviewing the

[grades](#) for day courses grouped by discipline indicates that in eight disciplines over 30 % of the grades assigned are at the 4.0 level. This is an area that, as part of the academic plan, will require continued monitoring and discussion to ensure that the grading scale is consistently applied.

Additionally, the Graduate Council approved a comparable version of this grading change appropriate to graduate level courses. This created grading options ranging between 2.0 and 4.0 with comparable points in between and was [approved](#) in May of 2008. The new grade scheme appears to have had a similar effect for on-campus graduate courses and Extended Campus courses. Before the new policy, 69% of on-campus graduate grades given were 4.0's. Over the 3 years after implementation of the new grade scheme, the average percentage of 4.0's was 60%. For Extended Campus Programs, a significant percentage of which are professional development courses, the percentage of 4.0's prior to implementation was 86%; the 3 years after implementation was 78%.

Academic Integrity

In AY07, on the recommendation of the Academic Quality Committee, a proposal was sent through governance and approved which changed the previous academic dishonesty policy to the academic integrity policy now in place. The previous policy, confusing and cumbersome, had not allowed for the tracking of the students who violate the policy on multiple occasions. A review of reports under the new policy has prompted concern that the new policy is not being used as fully as was intended. In 2008 – 2011, only 15, 14, and 22 code violations were filed with the office that manages the policy. Further review of the policy and discussion with faculty and department chairs is suggested to assess the extent of violations of academic integrity and the effectiveness of the revised policy.

Assessment of Student Learning

The institution is committed to faculty and program-generated assessment plans at the course, program, and institutional level. Therefore, much of the focus thus far has been on faculty education, outreach, and facilitation. The campus-wide assessment days and NEEAN conferences have been an effective vehicle for this process, using faculty attendance at these events as a measure. The primary goal of the assessment days is to create a culture that accepts assessment as something that can be done and can be beneficial to programs. Conference attendance is valuable because it acknowledges the universality of the effort, increases familiarity with the concept, and offers a variety of approaches.

The program review process includes a focus on outcomes assessment. The extent to which these assessment plans focus on what and how students learn as part of the program varies from department to department. A review of a sample of reports from outside program evaluators reflects this variance; some programs had no established outcomes assessment plans during their last program review while the assessment plans of other programs were found to be exemplars in the field. As a supplement to these program reviews, the annual reports solicited from each undergraduate program by the Director of Assessment (<http://www.fitchburgstate.edu/assessment/>), have been an effective way to elicit rapid change. While two undergraduate programs, Industrial Technology and the Interdisciplinary Studies major, still lack established student learning outcomes and outcome assessment plans, both are in process and overall, 92% (24/26) of undergraduate programs had established learning outcomes during the 2010-2011 academic year. The extent to and manner in which programs are using assessment data to make programmatic changes also varies by department. The most recent assessment reports

illustrate that 85% (22/26) of undergraduate programs have made changes based on using assessment data. In some cases, the data is being used to develop additional assessment tools and practices.

All but two graduate programs require a comprehensive exam, practicum, internship, thesis, capstone, or clinical experience as a final student assessment although graduate programs are currently not required to submit annual assessment reports. However, the vast majority of graduate programs have established student learning outcomes and assessment plans to satisfy their external accrediting organizations. For instance, 67% (16/24) of Fitchburg State graduate programs reside at least partly in the Education Unit, sharing a common set of assessment principles and practices in response to the accreditation requirements of the National Council for Accreditation of Teacher Education (NCATE). These programs regularly review assessment data at the unit level and make appropriate changes to their curricula. Two other graduate programs, the MBA and MS in Forensic Nursing have established learning outcomes and assessment plans in place in response to external accreditation demands. As a result, only 12% (3/24) of the graduate programs at Fitchburg State lack a mechanism for regularly reporting on the assessment of student learning outcomes. While this is a small portion of our overall graduate programs, it represents a gap that should be addressed.

In addition to the assessment plans developed by individual programs, the other two sources of campus-wide assessment data have been the graduating student survey and the National Survey of Student Engagement. While these data have been analyzed by the Director of Assessment and shared with the campus community, a review of program reports and assessment reports suggests that these data has not been used extensively for program improvement. In the case of the NSSE data this may in part be due to the fact that the institution has not disaggregated the data by individual programs. In contrast, the director of assessment provides annual program-specific summaries of the graduating student survey data. While some programs report these data as part of their program reviews, greater efforts may be needed to insure that the information collected is viewed as meaningful and useful for the purposes of indirectly assessing student learning outcomes. One area of particular potential for utilizing NSSE and Graduating Student survey data may be as indirect measures of the General Education curriculum (LA&S) as all students surveyed will have had experience with this program.

In 2009, 2010 and 2011 [graduating students were asked to separately assess](#) their non-major coursework, the majority of which is within the LA&S curriculum. Mean ratings in 2009, 2010 and 2011 fell between good and very good (3-4) for virtually all questions about non-major coursework including availability of classes, frequency of course offerings, size of classes, quality of instruction, quality of instructional materials, availability of faculty, timeliness and relevance of course content, helpfulness of non-teaching staff, quality of facilities, quality of extracurricular experiences, and overall level of challenge. The only question for which the mean rating dipped below 3 in a given year, and in which overall ratings across years were significantly lower than in other categories was the match between career goals and non-majors coursework.

While the NSSE does not ask students to separately evaluate non-majors coursework from major coursework, some of the questions address areas that might be identified as goals of general education and the data could be used to inform our discussions of our LA&S curriculum. For instance, in the 2009 NSSE administration, seniors from Fitchburg State University were less likely than their peers at other public master's institutions to respond that their courses emphasized making judgments about the value of information (69% vs. 74%). They were also less likely to have completed foreign language coursework (18% vs. 31%). Given that one of the goals in the redesign of our LA&S curriculum was to increase the

potential for students to engage in foreign language coursework, this finding can be monitored for data on the effectiveness of the change. Furthermore, within our LA&S curriculum the goal of information literacy is embedded in our Communication objective as students are scored on their “Standards of Evidence” and the NSSE data can be compared with direct measures of student learning outcomes to explore whether this is an area of concern.

Direct measures of LA&S learning outcomes have been assessed by collecting student work and evaluating it with internally developed rubrics. While the two most significant conclusions from three rounds of assessment for the LA&S program involved the need for revisions to both the process of collecting these student artifacts and the rubrics for methods assessing them, we have also been able to gather some meaningful and usable data from these efforts. In our three assessments of Problem Solving and Synthesis, our students consistently scored higher on the criteria “Work is Complete” (averaging 2.14 out of 3) and “Uses Formulas Properly” (averaging 2.22) and scored the lowest on “Gives Clear, Precise, and Relevant Explanations” (averaging 1.75). This would suggest that the students are learning how to solve problems more fully than they are learning why they solve them in that way. This information could help instructors emphasize more explicitly the reasons behind the use of formulas, for example. Similarly, in our two assessments of Communication, students scored the highest on “Controlling Idea” (averaging 2.23) and the lowest on “Standards of Evidence” (averaging 1.6). This trend might indicate that the students are doing well at developing their own ideas but need to strengthen their ability to support those ideas with specific and well-analyzed evidence, a skill that the English Department’s new objectives for Writing I and Writing II continue to emphasize.

The process of assessing General Education learning outcomes has also been influenced by recent state-level discussions about learning outcomes assessment. In 2009, the University explored adopting the Voluntary System of Accountability and the associated use of the CAAP, MAPP or CLA standardized tests to measure student learning outcomes. That same year the Massachusetts Commissioner of Higher Education launched a statewide Vision Project for higher education. This Vision project set as a goal the establishment of a system-wide program of learning outcomes assessment but left the nature of that program open for further exploration. The Vision Project’s Working Group on Student Learning Outcomes and Assessment have recommended using the American Association of Colleges and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) learning outcomes and associated Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics as a framework for assessing student learning. Based on this recommendation, the Board of Higher Education has proposed that the Commonwealth of Massachusetts become a LEAP state as part of the AAC&U’s initiative. The Commissioner of Higher Education is seeking feedback from each institution and Fitchburg State University’s Interim Director of Assessment has been working with the LA&S Council to explore how the LA&S objectives and rubrics relate to the LEAP learning outcomes and VALUE rubrics. Thus, while the institution has worked to maintain autonomy over its assessment process, long-term decisions about learning outcomes assessment must consider the ongoing evolution of plans for the Massachusetts Public Higher Education Vision Project.

The Working Group on Student Learning Outcomes and Assessment also suggested employing an assessment expert to work with individual campuses. The Department of Higher Education secured a Davis Foundation grant that funded the hiring of Dr. Peggy Maki as an assessment consultant to the system and established the Advancing a Massachusetts Culture of Assessment team (AMCOA), a group of assessment leaders from the University of Massachusetts, the state universities, and the community college to plan state-wide assessment initiatives. The Fitchburg State University Director of Assessment

has been serving on the AMCOA team and along with President Antonucci, met with Dr. Maki to review Fitchburg State University's assessment system. Dr. Maki provided written feedback to President Antonucci about the system including highlighting positive developments and offering some suggestions. Dr. Maki praised the LA&S program for revision of the LA&S assessment process based on comparing the University's rubrics to AAC&U's VALUE rubrics and development of a chart for each general education scoring rubric that specifically asks faculty which criteria in a scoring rubric are: (1) specifically taught in a course; (2) addressed in the assignment prompt; and (3) can be effectively assessed based on student work. At the level of individual majors, Dr. Maki lauded the Criminal Justice program's analysis of patterns of weakness in student writing and analysis and the steps the program has taken to address those patterns as well as the Exercise Science program's analysis of patterns of weakness in classification/interpretation of health related fitness testing and exercise programming leading to rethinking texts, assignments and teaching strategies. The Academic Affairs Team reviewed Dr. Maki's feedback and is responding to her recommendations.

Projection

During the 2011-12 academic year, led by the President in collaboration with the VPAA, the University will examine the administrative structure of the office of academic affairs to determine if it is the right fit for the institution as presently constituted.

The Associate VPAA will work closely with the department chairs to ensure that the University Catalog revisions provide more consistency across programs in the publication of program descriptions and requirements. This will include the program's speaking and listening, Junior/Senior writing, and computer literacy requirements, as well as the frequency of course offerings and will be completed prior to publication of the 2013 catalog.

During the 2011-12 academic year, the Dean of Graduate and Continuing Education will put forth a proposal to the Graduate Council defining the schedule, requirements, and process for all graduate program reviews for on-campus and extended campus programs. This schedule will be posted on the GCE website for the entire campus to view.

The interdisciplinary studies major will be reviewed by a working group constituted by the VPAA in the 2013 AY and changes implemented, if warranted, during the 2014 AY.

To ensure our emphasis on preparing global citizens is met, the VPAA will encourage the development of more courses, including languages, with the global diversity designation and increase numbers of study abroad opportunities to ensure availability to every student.

The VPAA will create a working group consisting of faculty, students, and academic affairs administrators to, in coordination with the department chairs,

- Conduct and evaluate an internal review of how reading, writing, critical analysis, and logical thinking are taught within our curriculum.
- The review will consider where the above items are presently being taught within our curriculum (both within the major and in the general education program).
- The committee will then look at other effective approaches for teaching these skills and how they compare with what we do.

- The committee will summarize its findings and then make recommendations to the VPAA by May 2014.

The Director of Assessment will work with faculty advisors of the Interdisciplinary Studies major and faculty in Industrial Technology to ensure that assessment measures are implemented for both programs by Fall 2012.

As part of the on-going academic planning process, the VPAA will facilitate conversations regarding academic integrity, especially as it relates to grade distributions, within departments and across programs.

The Dean of Graduate and Continuing Education and the Director of Assessment will work with graduate programs which do not currently have formal outcomes assessment mechanisms to implement these by spring 2013.

Institutional Effectiveness

Fitchburg State University's mission is to provide excellence in teaching and learning. It works diligently to achieve this mission by reviewing all its programs either through outside accrediting agencies or through internal program reviews.

Individual departments offer academically rigorous programs which are regularly updated to ensure that they remain current in their course offerings as demonstrated through review of the proposals approved yearly through governance. Program reviews and the assessment of student outcomes further contribute to this effectiveness.

While all programs have established a method of outcomes assessment, some are further along than others in the process. Nonetheless, all are committed to providing academically rigorous and quality programs of study and quality opportunities for all of our students.

STANDARD FIVE - FACULTY

Standard 5: Full-time and Part-Time Undergraduate Faculty
(Rank, Gender, and Salary, Fall Term)

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)		
		(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Number of Faculty	Professor	Male	34		34		38		42		46	
		Female	25		23		24		25		28	
	Associate	Male	35		37		30		30		28	
		Female	23		26		25		23		25	
	Assistant	Male	24		22		21		24		31	
		Female	32		26		23		27		32	
	Asst. 1-yr Temp	Male	3		5		4		2		-	
		Female	3		4		5		5		4	
	Instructor	Male	0	0	-	-	2	-	2	-	-	-
		Female	4	3	3	3	6	3	6	3	3	3
	Other**	Male	0	43	-	37	-	56	-	43	-	40
		Female	0	38	-	41	-	49	-	44	-	40
	Total	Male	96	43	98	37	95	56	100	43	105	40
		Female	87	41	82	44	83	52	86	47	92	43

Total Faculty

Professor	59	-	57	-	62	-	67	-	74	-
Associate	58	-	63	-	55	-	53	-	53	-
Assistant Asst 1-yr	56	-	48	-	44	-	51	-	63	-
Temp	6	-	9	-	9	-	7	-	4	-
UG Instructor	4	3	3	3	8	3	8	3	3	3
Other**	-	81	-	78	-	105	-	87	-	80
Total	183	84	180	81	178	108	186	90	197	83

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	65,206		64,795		65,443		65,203		67,159	
	Mean	79,991		80,572		79,571		83,245		85,742	
Associate	Minimum	55,862		56,400		55,958		55,861		57,537	
	Mean	65,271		65,673		65,152		67,632		69,661	
Assistant	Minimum	30,285		49,216		49,714		52,225		53,792	
	Mean	54,551		55,307		55,504		58,558		60,314	
Asst. 1-yr Temp	Minimum	51,000		51,057		50,000		51,000		51,000	
	Mean	55,098		56,703		56,428		55,206		55,206	
UG Instructor	Minimum	50,000	27,805	50,000	27,939	48,056	32,986	48,500	29,457	49,955	30,341
	Mean	55,172	32,724	54,368	41,540	55,720	42,453	56,575	42,286	58,272	43,555

Other**	Minimum		3,000		3,000		3,150		3,600		3,900
	Mean		3,925		3,900		5,353		7,445		7,800

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Part-time day adjunct faculty. Please note these faculty do not have a rank under the contract; therefore they are classified under "other."

**Standard 5: Graduate and Continuing Education Faculty
(Rank, Gender, and Salary, Fall Term)**

?

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
Number of Faculty		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Male		19		17		13		14		14
	Female		7		6		9		9		9
Associate	Male		9		13		8		8		8
	Female		6		8		6		7		7
Assistant	Male		6		7		8		9		10
	Female		9		12		5		8		10
GCE Instructor	Male		16		14		12		11		12
	Female		20		24		20		21		22
GCE Sr. Instructor	Male		2		4		3		2		2
	Female		2		2		1		1		1
Total	Male	-	52	-	55	-	44	-	44	-	46
	Female	-	44	-	52	-	41	-	46	-	49

Total Faculty

Professor	-	26	-	23	-	22	-	23	-	23
Associate	-	15	-	21	-	14	-	15	-	15
Assistant GCE	-	15	-	19	-	13	-	17	-	20
Instructor	-	36	-	38	-	32	-	32	-	34
GCE Sr. Instructor	-	4	-	6	-	4	-	3	-	3
Total	-	96	-	107	-	85	-	90	-	95

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum		3,732		3,846		3,846		3,924		4,002
	Mean		3,887		3,972		4,069		4,094		4,176
Associate	Minimum		3,573		3,681		3,681		3,756		3,831
	Mean		3,850		3,901		4,059		3,962		4,042
Assistant	Minimum		3,399		3,501		3,501		3,573		3,644
	Mean		3,609		3,635		3,660		3,713		3,787
GCE Instructor	Minimum		3,231		3,327		3,327		3,396		3,464
	Mean		3,332		3,456		3,473		3,521		3,591
GCE Sr. Instructor	Minimum		3,282		3,381		3,381		3,450		3,519
	Mean		3,598		3,563		3,609		3,660		3,733

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Full-Time and Part-Time Undergraduate Faculty
(Highest Degrees and Teaching Assignments, Fall Term)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)	(FY 2010)	(FY 2010)	(FY 2011)	(FY 2011)	(FY 2012)	(FY 2012)	(FY 2013)	(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	56		54		57		60		64	
Associate	47		51		47		45		47	
Assistant Instructor	48		42		40		48		58	
Other**	0	19	-	18	-	29	-	21	-	22
Total	151	19	147	18	144	29	153	21	169	22
Highest Degree Earned: Master's										
Professor	3		3		5		7		7	
Associate	10		11		7		7		9	
Assistant Instructor	14		15		13		10		8	
Other**	4	3	3	3	7	3	8	3		
Total	31	61	32	58	32	71	32	61	24	54
Highest Degree Earned: Bachelor's										
Professor	0		-		-		-		-	
Associate	1		1		1		1			
Assistant Instructor	0		-		-		-		-	
Other**	0	5	-	6	-	7	-	8		4
Total	1	5	1	6	1	7	1	8	-	4

Highest Degree Earned: Professional License

Professor	4		3		3					
Associate	7		7		6					
Assistant	5		5		5					
Instructor	4	3	5	3	5	3	3	3		
Other**	0	6	-	7	-	9	-	11		11
Total	20	9	20	10	19	12	3	14	-	11

?

Fall Teaching Load, in credit hours

Professor	Maximum	12		12		12		12		12	
	Median	12		12		12		12		12	
Associate	Maximum	12		12		12		12		12	
	Median	12		12		12		12		12	
Assistant	Maximum	12		12		12		12		12	
	Median	12		12		12		12		12	
Instructor	Maximum	12		12		12		12		12	
	Median	12		12		12		12		12	
Part-Time Day	Maximum	0	10		9		10	-	9	-	10
	Median	0	6		6		6	-	6	-	6

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Part-time day adjunct faculty. Please note these faculty do not have a rank under the contract; therefore they are classified under "other."

**Standard 5: Graduate and Continuing Education Faculty
(Highest Degrees and Teaching Assignments, Fall Term)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor		24		22		22		22		22
Associate		11		17		10		12		12
Assistant		12		17		11		11		14
Instructor		2		2		4		3		1
GCE Sr. Instructor		1		1		1		1		3
Total	-	50		59		48		49		52
Highest Degree Earned: Master's										
Professor		2		2		-		1		1
Associate		4		4		4		3		3
Assistant		3		2		2		6		6
Instructor		34		35		28		29		31
GCE Sr. Instructor		3		5		3		2		2
Total	-	46		48		37		41		43
Highest Degree Earned: Bachelor's										
Professor		0		-		-		-		-
Associate		0		-		-		-		-
Assistant		0		-		-		-		-
Instructor		0		-		-		-		-
GCE Sr. Instructor		0		-		-		-		-
Total	-	-		-		-		-		-

Highest Degree Earned: Professional License

Professor		4		2		2		5		5
Associate		5		6		2		5		5
Assistant		8		5		5		5		6
Instructor		16		18		13		17		21
GCE Sr. Instructor		2		2		1		1		1
Total	-	35		33		23		33		38

?

Fall Teaching Load, in credit hours

GCE Instructor	Maximum		9		9		6		6		6
	Median		3		3		3		3		3
Extended Campus	Maximum	0	18		18						
	Median	0	3		3						

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Full-Time and Part-Time Undergraduate Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?									
Professor	0		-		-		-		-	
Associate	0		-		-		-			
Assistant	16		8		5		21		18	
Instructor	0		4		2		3			
Other**	0	147	-	161	-	198	-	167		160
<i># of new PT fac.</i>		36		55		66		42		42
Total	16	147	12	161	7	198	24	167	18	160
# of Faculty in Tenured Positions	?									
Professor	70	0	67	-	63	-	67		67	
Associate	59	0	58	-	55	-	53		50	
Assistant	42	0	45	-	44	-	48		56	
Instructor	0	0	-	-	-	-	-	-	-	-
Instructor (perm. PT Nurs. Under contract)	5	3	3	6	2	3	2	3	4	3
Other**	0	0	-	-	-	-	-	-	-	-
Total	176	3	173	6	164	3	170	3	177	3

of Faculty Departing

	?									
Professor	0		-		-					
Associate	1		-		-					
Assistant	1		4		10		1			
Instructor	0		1		1					
Other**		22		14		14		14		14
Total	2	22	5	14	11	14	1	14	-	14

The totals for the part time faculty above indicate the number of part time day faculty who did not return the following semester.

of Faculty Retiring

	?									
Professor	0		2		1		-		3	
Associate	1		2		-		3		-	
Assistant	1		-		-		-		-	
Instructor	0		-		-		-		-	
Other**	0	N/A	-	N/A	-	N/A	-	N/A	-	N/A
Total	2	-	4	-	1	-	3	-	3	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Part-time day adjunct faculty. Please note these faculty do not have a rank under the contract; therefore they are classified under "other."

Standard 5: Graduate and Continuing Education Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?									
Professor		44		45		46		57		57
# of new PT fac.		1		-		-		-		-
Associate		32		38		28		32		32
# of new PT fac.		0		-		-		1		1
Assistant		26		39		32		46		46
# of new PT fac.		0		3		3		5		5
Instructor		78		75		66		77		77
# of new PT fac.		7		8		4		6		6
GCE Sr. Instructor		7		12		9		7		7
# of new PT fac.		0		-		-		-		-
Total	-	187	-	209	-	181	-	219	-	219

of new PT faculty = of the number of part-time faculty by rank, X number of them are new for the academic year. Therefore, numbers in red are not calculated separately for the total.

	?									
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty in Tenured Positions										
Professor										
Associate										
Assistant										
Instructor										
Total	-	-	-	-	-	-	-	-	-	-

of Faculty Departing



Professor		2		1		-		-		N/A
Associate		1		-		1		-		N/A
Assistant		1		-		1		1		N/A
Instructor		3		1		7		8		N/A
GCE Sr. Instructor		0		-		-		-		N/A
Total	-	7	-	2	-	9	-	9	-	-

The totals for the part time faculty above indicate the number of part time faculty who did not return the following semester.

of Faculty Retiring



Professor										
Associate										
Assistant										
Instructor										
Total	-	-	-	-	-	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Full-Time and Part-Time Undergraduate Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)**

3 Years Prior (FY 2009)	2 Year s Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
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Number of Faculty by Department (or comparable academic unit)															
	FT Tenure	FT Temp	PT	FT Tenure	FT Temp	PT	FT Tenure	FT Temp	PT	FT Tenure	FT Temp	PT	FT Tenure	FT Temp	PT
Behavioral Sciences	23	-	6	23	0	6	21	1	8	24	-	9	25		9
Biology/Chemistry	15	-	4	13	0	5	13	0	8	15	1	4	17		5
Business Administration	11	1	1	10	2	-	9	3	-	10	2	-	12		-
Communications Media	18	-	1	17	1	2	17	1	8	18	-	6	19		4
Computer Science	7	-	-	7	0	-	7	0	-	7	-	-	7		-
Economic/History/ Poli. Sci.	16	1	10	15	2	11	15	2	11	17	-	8	17		8
Education	13	1	5	13	1	2	12	0	4	12	1	2	14		-
English Studies	20	1	18	19	1	17	19	1	16	20	2	12	23		11
Exercise and Sports Science	6	-	5	6	0	4	6	0	5	6	2	3	8		3
Geo/Physical Sciences	3	-	2	5	0	2	5	0	3	5	-	1	5		1
Humanities	14	1	7	14	0	8	12	1	10	12	2	11	14		10
Industrial Technology	7	-	6	8	1	5	7	2	6	7	-	9	9		8
IDIS*	-	-	-	-	0	2	-	0	3	-	-	1	-		1
Mathematics	10	-	7	9	1	7	9	1	10	10	-	10	10		10
Nursing	-	-	6	-	0	7	-	0	9	-	-	11	-		10

Standard 5: Graduate and Continuing Education Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
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FT Tenure	PT	FT Tenure	PT	FT Tenure	PT	FT Tenure	PT	FT Tenure	PT
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Number of Faculty by Department (or comparable academic unit)

?	Behavioral Sciences		12		12		9		10		10
	Biology/Chemistry		3		4		4		4		4
	Business Administration		15		16		12		14		16
	Communications Media		3		2		2		3		3
	Computer Science		5		6		4		6		6
	Economic/History/Poli. Sci.		7		9		8		5		5
	Education		31		34		25		28		31
	English Studies		8		7		6		6		6
	Exercise and Sports Science		1		1		1		1		1
	Geo/Physical Sciences		1		2		1		-		-
	Humanities		6		8		8		8		8
	Industrial Technology		2		2		2		4		4
	Mathematics		1		2		1		1		1
	Nursing		1		2		2		-		-

Description

In line with our Mission Statement, the Fitchburg State faculty is committed to excellence in teaching and learning, focusing primarily upon its role as teachers and advisors while maintaining obligations to the broader community through research and service. The faculty and librarian collective bargaining agreement defines faculty ranks and qualifications, hiring and evaluation processes, and workload; it also details faculty rights including academic freedom ([MSCA 2009-2012 collective bargaining agreement](#); the University's Faculty Handbook defines other faculty responsibilities and resources (http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/2011-2012_Faculty_Handbook.pdf).

All tenure-track positions are filled by nationally advertised searches, with attention given to recruiting for diversity through a statement encouraging "women, minorities, veterans, and persons with disabilities" to apply. Faculty and librarians may be appointed at any rank for which they are qualified, provided that the position was advertised at that rank. In AY 2010-11, there were 178 full-time faculty members, including those who are tenured, tenure-track, or holding 1 and 2 year appointments. Nineteen tenure track faculty were hired in fall 2011. Four tenure track searches failed and were filled with one year temporary faculty. Additional one-year temporary faculty members were hired to replace late retirements and faculty leaves. The total number of full-time faculty in fall 2011 is 183. The University does not use graduate teaching assistants.

Article 1 of the MSCA contract defines faculty and librarian ranks as well as "full-time," "part-time," "faculty," "librarian," and "tenure." Full-time tenure-track faculty are required to have a doctorate or terminal degree: 81% of full-time faculty possess a PhD or EdD, and the remaining 19% possess the appropriate recognized terminal degree in their field or for the contract under which they were hired.

The MSCA contract also sets minimum and maximum salary ranges and governs all raises tied to promotion and post tenure review. The VPAA negotiates starting salary with incoming faculty taking into consideration a range of factors. It has been the practice of the institution to hire faculty at well above the contractual minimum.

While the current contract is negotiated through 2012, some elements have required re-negotiation. In particular, the state significantly reduced higher education funding in 2009, which resulted in a *de facto* loss of all salary increases for that year and also reduced the negotiated increase for 2010. New contract negotiations between the Board of Higher Education and the MSCA are underway.

The recruitment and hiring of new faculty is a shared process which includes faculty members, department chairs, and the office of Academic Affairs. The process is defined in the MSCA contract and supported by the *Human Resources Hiring Handbook*. Human Resources also provides training in the hiring process and ensures that the search has been conducted properly. See (<http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/FitchburgStateFacultyHiringPolicySept2010.pdf>). The process begins with requests for new positions from academic department chairs to the Vice President for Academic Affairs. The Vice President reviews these requests and makes recommendations to the President. If the position is approved, a search committee of faculty/librarians complete hiring training, review all application materials, contact candidates, schedule interviews, conduct phone/Skype and on-campus interviews, and request and communicate administrative details for the hiring process (parking passes, meal vouchers, and travel expense reimbursement) to the

candidate. At the completion of a search process, the Search Committee submits its final three candidates unranked to the department chairperson or library director, who then submits the committee's recommendation and a separate chair or director recommendation to the Vice President for Academic Affairs. The VPA A reviews the recommendations and makes a separate one to the President, who then makes the final decision and sends the letter of appointment.

The MSCA collective bargaining agreement also defines the evaluation criteria and process of faculty reappointment, promotion, tenure, and post-tenure review for tenure and tenure-track faculty and librarians. Article VIII of the agreement specifies the details, which differ for faculty and librarians. Full-time faculty and librarians are evaluated annually for reappointment until their sixth year, at which point they may apply for tenure, and undergo the tenure evaluation process. Requirements for promotion also vary between faculty and librarians and may be found in Article XX of the MSCA collective bargaining agreement. All tenured faculty and librarians not seeking a promotion during the time that the contract is in effect may seek post-tenure review. Processes for the hiring, evaluation, and renewal of adjunct/part-time faculty are also enumerated in the MSCA agreement, with the primary criteria for renewal being teaching effectiveness as evaluated through student surveys and classroom observations. The grievance process is also detailed in the contract.

Fairly consistently across campus, faculty teach a 4/4 load. However, since the MSCA collective bargaining agreement defines lab time differently from lecture time, faculty who teach lab or studio sections concurrent with a lecture course may have more than 12 contact hours per semester. Faculty may be granted release time from teaching for a variety of reasons. Examples include acting as a department chair, serving as faculty directors of the Leadership Academy, CTL, REDi, or the Crocker Center, union officer, graduate program chair, graduate supervisor, GCE teacher, or when performing grant-supported research. Some release time also results from course overload paybacks. Reductions in workload not governed by the collective bargaining agreement must be approved by the Vice President for Academic Affairs. Faculty members may also choose to add GCE classes to their four-course teaching load. Faculty sometimes teach graduate courses as part of their day load but most choose to receive additional compensation by teaching as an overload.

In addition to their teaching responsibilities, faculty members also advise students, serve on departmental, university and professional society committees, and pursue scholarship, research, and other creative activity. Advising and professional development are discussed below. The committee structure on campus reflects the variety of faculty appointments. The eight faculty members on the ACC are elected by the faculty at large. Additionally, there are two dozen other committees on campus which are appointed by the MSCA. To that end, self-nominations are sought. A review of the committee appointments from the last several years shows a broad distribution of representation from all ranks and disciplines.

In addition to the University's commitment to teaching, the mission statement also calls upon the community to "provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts." Faculty members answer this need in several ways, including directing the [Regional Economic Development Institute](#) (REDi), the Center for Teaching and Learning (CTL), and the Douglas and Isabelle Crocker Center for Civic Engagement. They are also actively engaged in a number of grants and partnership projects including Improving Teacher Quality, the grant-funded [Teaching American History Program](#), and the Intensive Immersion Institutes & Integrating Science Inquiry for Grade 4-12 Teachers Project.

Teaching and Advising

University course numbers reflect their level of difficulty and specificity of content, and faculty adjust their teaching strategies to meet the needs of their discipline, the course, and their students. These strategies, along with the expected course outcomes, are explicitly stated in the class syllabi made available to students, their department chairs and the Office of Academic Affairs. Among others, these teaching methods, singly or in combination, include lectures, seminars, individual study courses, labs, and capstones.

Faculty encourage and appropriately assess student scholarly and creative achievement through grading structures, feedback and advising (see Standard Four). Students are taught by a variety of faculty in each program and offered opportunities to develop skills in research and creative expression throughout their time at Fitchburg State. They often have a culminating seminar or capstone experience for their major. Where multiple sections of classes are taught, most departments utilize measures to ensure consistency among teaching faculty, though these measures vary between programs and within departments. They include, but are not limited to, shared textbooks, topic outlines, and course learning outcomes.

The University provides a variety of technological resources to support faculty teaching in both distance learning and on-campus classes. Ninety-eight percent of classrooms are now mediated, and there are 22 smart boards across campus. Each class has a course shell on the course management system, Blackboard, as well as access to collaborative learning software such as Wimba Pronto and Elluminate, all of which are supported by the [IT department](#). Other new technologies such as classroom response systems (clickers), wikis, QR codes, and iPod capture, are also regularly piloted by faculty and librarians. Faculty and librarians also participate in the Technology Advisory Committee (see Standard Nine).

Advising is a fundamental responsibility for all faculty members, not least because it contributes directly to students' ability to successfully complete their degree requirements within four years. Faculty and students are supported through this process by the [Academic Advising Center](#), the Registrar, and the Dean of Student and Academic Life. New faculty are required to attend a 90-minute workshop on the University's advising process and policies, and all faculty have the opportunity to use training and tools for effective advising. Students matriculated in a degree program are required to meet with their advisors before registering for the fall and spring semesters, and non-matriculated students may receive advising directly from the Academic Advising Center. Matriculated students in the evening and graduate programs are assigned an academic advisor but are currently not required to meet with them. Non-matriculated GCE students have the additional option of meeting with the full-time GCE Advisor or additional general advisors during evening hours. GCE students also have access to advising through a satellite advising office in the McKay building, virtual advising and IM chat advising.

An online degree evaluation program was instituted in AY 03-04 for undergraduate students. These web-based degree evaluations are administered by the Registrar and updated each year with any catalog changes that are made to the degree programs. The degree evaluation is based on the student's catalog year of matriculation; thus it allows students and advisors to identify missing requirements and plan for graduation within four years. The Academic Advising Center also publishes 4-year Plans-of-Study for each degree program offered, allowing incoming freshmen to evaluate the necessary courses and requirements for any prospective major.

Scholarship, Research, and Creative Activity

Currently, the institution supports faculty scholarship, research, and creative activity in several ways. Most notably, faculty members have a designated weekly research day. Support for professional development is contractually mandated. Tenured and tenure-track faculty and librarians having served seven years at the University are eligible for sabbatical leave. Sabbatical leave is governed by Article XV in the current MSCA collective bargaining agreement. Article XIV calls for professional development funding using a formula for computation enumerated in the agreement. In each academic year, funds are disbursed as a one-time Continuing Scholarship stipend, for which faculty and librarians may apply by articulating the manner in which the funds will be spent. These funds are intended to suit the needs of individual faculty members and are not restricted or limited to certain activities. Many faculty use these funds to attend conferences, for subscriptions, membership in professional organizations, and to build personal libraries of materials, which thereby enrich their own personal teaching. Funds are available to all faculty and librarians. Approximately 90% of the faculty apply for these funds. Any leftover monies are then redistributed among the original applicants.

The Vice President for Academic Affairs also provides additional professional development support. Each department receives a budget for Travel Funds, which is distributed according to departmental policies. The Vice President for Academic Affairs also has established special grants to support faculty research/creative activity, assessment projects, academic programming to enhance diverse/global perspective, and faculty travel with priority given to tenure track faculty presenting at peer-reviewed conferences. The participation of the faculty in national and international conferences as presenters is encouraged. For a small state university the involvement of the faculty in such professional activities is impressive and well documented in the *Fitchburg State Today* and other publications.

Other professional development support has been internally created. Faculty and librarians find professional development opportunities through the University's [Center for Teaching & Learning](#) (CTL). The CTL was launched in 2006 with the purpose of supporting faculty development through peer-facilitated workshops, presentations, mentoring, institutional monetary grants, and training. One or two full-time faculty receive workload reductions to serve as director(s) for the CTL, and it maintains an Advisory Board comprised of full-time faculty to aid in the development of programs, review applications for the CTL Innovation Grants, and coordinate a mentoring program for new faculty. Faculty professional development is also provided through workshops presented by the Distance Education Coordinator. Approximately 40 face to face sessions are offered annually with audio and video versions of the available as well. GCE hosts a biennial faculty meeting which includes professional development sessions. The last gathering included such workshop topics such as innovative practices in online learning, developing effective rubrics and the challenges of grading. The Harrod Lecture series provides an additional forum for faculty to present their research to the University community. Faculty may also receive support for grant applications through the University's [Grant Center](#), as well as the Office of Academic Affairs when appropriate. In addition, the Grant Center oversees the Ruth Butler Award, (<http://www.fitchburgstate.edu/offices/grants-research/grant-center/ruth-butler-grants/>), created to support professional or artistic development, or activities that are appropriate to furthering the goals of Fitchburg State University by full-time members of the faculty, librarians, administrators, and students of Fitchburg State. Innovation is also rewarded through two yearly awards offered by the University. One, the Mara Award, is given to a professor for Excellence in Teaching; the second is the Faculty Award for Research and Scholarship. In addition, in 2010 in conjunction with the second annual graduate commencement ceremonies, an award was established to recognize excellence and contributions for

graduate programs. In all cases, funds which support professional development directly benefit teaching, since they provide access to the most current and well-researched course material.

Additional scholarship, research and creative activities are currently supported through several initiatives including the Regional Economic Development Institute (REDi). The REDi's Advisory Board, comprised of North Central Massachusetts leaders from businesses, municipalities, community organizations, media, and university department chairs, supports REDi research and outreach regionally. The REDi provides a research office and conference room (space) for faculty, with student assistance as interns, to perform on-campus and off-campus research in areas of economic development for North Central Massachusetts. Two distinct studies were completed in the first year of operation and a regional economic development summit co-sponsored by Fitchburg State University with the Massachusetts Lieutenant-Governor and Mount Wachusett Community College. Four more studies are underway, inclusive of one focused on regional broadband advancement and coordinated with the Massachusetts Governor's Office, with numerous public forums held and several studies published during the REDi's second year.

The institution's transition from college to University discussed at length in Standard One and elsewhere, prompted the faculty and librarians to hold an open forum to consider the consequences and opportunities of the new name. Class size, research, scholarship, and the faculty's role in developing a university community were discussed. This forum indicated the desire and commitment to foster a more vibrant "University" intellectual culture at the institution, including support for research, scholarship and community through both formal, institutionally integrated means, as well as informally among individual departments and programs.

Institutional support of faculty for assessment activities occurs in the form of on-campus and off-campus professional development opportunities as well as institutional mini-grants to support innovative approaches to program assessment. Faculty professional development days in January and May of each year are devoted to improving assessment practices. Additional workshops are offered by the Center for Teaching and Learning both during the academic year and as part of the CTL's summer institute. Professional development opportunities for GCE faculty have also included assessment as a focus. Funding through a Davis Foundation Grant has been used in conjunction with institutional funding to support these opportunities as well as to support travel funds for assessment conferences including the New England Educational Assessment Network (NEEAN) Fall Forums, Spring Dialog on the Disciplines, and Summer Institute. Faculty members are also aided in their assessment efforts through support for the Tk20 Campus Tools for assessment and reporting. Faculty training in Tk20 is provided by the Assessment Office and through travel to Tk20 conferences. In addition, the first round of assessment mini-grants in spring 2010 focused on projects for implementing and refining the use of Tk20. Assessment mini-grants have been expanded to support a variety of innovations in program and LA&S assessment, and separate funds are available to support conference travel for program accreditation. Faculty participate in accreditation processes by outside organizations where these are required and/or applicable, such as NEASC, [the Accreditation Board for Engineering and Technology \(ABET\)](#) for Industrial Technology, the [International Assembly for Collegiate Business Education \(IACBE\)](#) for Business, the [Council for Standards in Human Service Education](#) for Human Services, the [National Council for Accreditation of Teacher Education \(NCATE\)](#) for Education, and the [Commission on Collegiate Nursing Education](#) and the [Massachusetts Board of Registration in Nursing](#) for Nursing. Faculty and librarians also participate in institutional assessment through department level assessment committees, the [ACC](#)

[Liberal Arts & Sciences Council](#), and the University's [Assessment Office](#). Full information on University assessment efforts are articulated in Standard Four.

Faculty's right to academic freedom along with the attendant academic responsibilities are articulated in Article V of the MSCA collective bargaining agreement. Faculty are required to complete [Conflict of Interest ethics training](#) mandated by the state, and must disclose when they wish to teach materials from which they may receive monetary gain. [Copyright regulations and policies](#) for course materials are also disseminated by the University through the IT website. Appendix A of the [Faculty Handbook](#) (Graduate and Continuing Education Faculty Ethical Standards and Guidelines) also has a detailed statement on the ethical responsibilities of GCE faculty. The University also has numerous systems in place to ensure academic integrity standards, including the use of the plagiarism detecting program [Safe Assign](#), required plagiarism policy statements for syllabi, inclusion of the University Academic Integrity Policy in the [Course Catalog](#) and [Student Handbook](#), and through the [Student Conduct Board](#). The librarians, through reference and the library instruction program, also reinforce the concepts of academic integrity. Faculty work to address academic honesty within their courses and the University's process for handling academic dishonesty is enforced by the [Office of Student Conduct, Mediation & Education](#), where students have the opportunity to respond to allegations, and, if requested, apply to mediation. See also Standard One.

Appraisal

Fitchburg State faculty are all appropriately credentialed in their respective areas of expertise, and the hiring process helps to ensure that high standards are maintained when new faculty are recruited. However, the hiring of full-time faculty and librarians has not kept pace with enrollment. The total number of full-time tenured or tenure-track faculty and librarians is currently less than was reported during the 2002 NEASC self-study (183 vs. 201). In the last ten years, while total graduate headcount has remained flat (885 to 874), total undergraduate FTE has increased approximately 49%, from 2,444 to 3,636. Thus there has been a 35% total increase in FTE enrollment. This disparity between the number of full-time faculty and librarians and the increase in FTE enrollment has resulted in a growing faculty concern with class sizes.

Except for Business Administration and Computer Science, adjunct faculty were utilized by all academic departments in AY10-11. Both the raw numbers of adjuncts (from 73 to 105) as well as adjuncts as a percentage of total faculty (29% in 2007 vs. 37% in 2010) have risen in the past four academic years. In AY 09-10, 241 of 1299 courses, or 19% were taught by adjuncts. However, the vast majority of these adjunct-taught courses were as replacements for full-time faculty with course reductions. (See Standard Four.) While the majority of adjuncts teach introductory level courses, adjuncts in several departments teach higher level courses, according to [data](#) from the Vice President for Academic Affairs office. The choice of adjunct assignments is made at the department level, and all adjuncts are fully qualified to teach the courses assigned.

The level of faculty and librarian involvement in Search Committees for new hires is appropriate and necessary. Changes to procedures in the Hiring Handbook are currently handled by Academic Affairs administrators and the Human Resources Department.

While guidelines for faculty and staff workloads are contractually mandated, actual workloads may vary significantly based on factors such as the number of advisees, committee work and department staffing levels. Advising in particular is significantly inequitable between certain departments. For instance, of the 99 full-time faculty responding to the relevant question in the 2011 NEASC survey, 35 were responsible for 26 or more advisees each, while 18 had fewer than 10 each. However, the MSCA contract recognizes this imbalance and allows heavy advising loads to count toward fulfilling the service component in personnel actions.

Teaching and Advising

The faculty's dedication to teaching and learning is well recognized by students. Despite the challenges of a 4/4 load and institutional service, Fitchburg State University faculty consistently score very well in the [Graduating Student Survey](#). In the 09-10 survey, faculty rated a 4.04 mean score on a scale of 5 on the topic, "Faculty demonstrated commitment to my learning, personal well-being, and success." Further, students and faculty have benefited from the Registrar's one-on-one web-based degree evaluation training sessions, and students are able to ensure that they are taking courses which will allow them to complete their degree in four years. There is also evidence that professors are increasingly using technology in their teaching. In a [Student Survey on Educational Technology](#) conducted by the CTL in AY 09-10, 80% of respondents reported that half of their professors regularly use technology in courses. Both the CTL and IT offer training in educational technology, but keeping up with technological advances is challenging. It would be helpful for IT to create dedicated, long-term training and support for faculty and librarians in this area. While the past two strategic plans have emphasized the assessment of student learning, there have been no requests for release time for planning, conducting, evaluating, and implementing change based on assessment.

Faculty within their specific courses address academic integrity issues, though once violators are reported to the Office of Student Conduct, Mediation & Education, federal law prohibits sharing this information between academic departments. [The Faculty Handbook](#) is currently comprised of a detailed statement titled "Graduate and Continuing Education Faculty Ethical Standards and Guidelines." This statement is thorough and comprehensive, but it applies to GCE faculty only.

Scholarship, Research, and Creative Activity

Faculty members embrace their contractual and mission-driven obligation to develop professionally and stay current in their fields. The MSCA contract defines continuing scholarship as contributions in any of the following categories: contributions to the content of the discipline, participation in or contributions to professional organizations and societies, research as demonstrated by published or unpublished work, and artistic and other creative activities. All faculty must choose at least one of the above as well as one area under professional activities which include either public or community service or contributions to the growth and development of the university community. As illustrated by the chart below, it is notable that the Fitchburg State faculty continues to produce significant scholarly and creative work, including peer reviewed articles, presentations at professional meetings, and books published by academic presses. Additionally, our faculty is very involved in the community.

Faculty Activity

# of Faculty		Recent Publications 2001-2011	Publications In Progress	Internal Committee membership 2006-2011	Community Service 2009-2011	Presentations 2006-2011	Professional and Creative Activities 2009-2011
Full Time	189	699	86	630	277	593	463
Part Time	133	115	4	N/A	55	198	166

*for see [chart](#) for a detailed listing of all of the above.

The University's newsletter, [Fitchburg State University Today](#), announces these achievements. On the local level, they speak in the annual Harrod Lecture Series and present research and lead discussions at the CTL. However, the institution currently has no systematic method for collecting and archiving the numerous types of research, scholarship, and creative practice in which faculty are engaged.

The decline in state budget appropriations has also affected previously available course release for research. Other than sabbaticals, there have been no such course releases in the past three academic years unless the research has been grant funded. While the university could do more in this area, the total spending for research has increased in each of the last four years despite the decreasing state budget appropriations. Still, the 4/4 load presents challenges. The 2011 NEASC Survey revealed that 52% of full-time faculty feel that resources for research are "inadequate" or "very inadequate." Scores regarding resources for scholarship and professional development improve somewhat, 40% and 28% "inadequate" or "very inadequate" respectively.

Projection

The 2009-2014 Strategic Plan required a discussion of the number of full-time faculty relative to the current enrollment by June 2010. Discussions between the President, VPAA, and union leadership occurred during the 2010-11 academic year. This discussion should continue and a recommendation completed no later than June 2012.

The Vice President for Academic Affairs in collaboration with the Academic Department Chairs will develop mechanisms to better support, encourage and highlight the achievements of the faculty with regard to research and creative activity.

Institutional Effectiveness

Fitchburg State's ongoing support of faculty teaching and commitment to the institutional identity of a teaching University is evident. The MSCA contract outlines procedures for evaluating tenure-track, temporary, and part-time faculty. The contract also guarantees professional development monies to be used at the faculty member's discretion. The faculty and librarian's strong commitment to fostering student learning, participating in institutional initiatives and governance, increasing research and scholarship, and offering thoughtful and innovative pedagogical practices also demonstrate institutional effectiveness for this standard.

STANDARD SIX - STUDENTS

(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Freshmen - Undergraduate	?				
Completed Applications	3,651	3,817	3,497	3,107	3,120
Applications Accepted	2,354	2,461	2,392	2,163	2,175
Applicants Enrolled	776	787	736	698	700
% Accepted of Applied	64.5%	64.5%	68.4%	69.6%	69.7%
% Enrolled of Accepted	33.0%	32.0%	30.8%	32.3%	32.2%
Percent Change Year over Year					
Completed Applications	-	4.5%	-8.4%	-11.2%	0.4%
Applications Accepted	-	4.5%	-2.8%	-9.6%	0.6%
Applicants Enrolled	-	1.4%	-6.5%	-5.2%	0.3%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
Ave. HSGPA/Combined SAT	3.02/1005	3.03/1024	3.06/1016	3.1/1019	3.1/1020
Transfers - Undergraduate	?				
Completed Applications	691	755	696	710	700
Applications Accepted	628	691	642	634	625
Applications Enrolled	357	376	349	357	350
% Accepted of Applied	90.9%	91.5%	92.2%	89.3%	89.3%
% Enrolled of Accepted	56.8%	54.4%	54.4%	56.3%	56.0%

Master's Degree

	?				
Completed Applications	317	366	307	258	275
Applications Accepted	305	356	292	252	270
Applications Enrolled	247	275	225	186	200
% Accepted of Applied	96.2%	97.3%	95.1%	97.7%	98.2%
% Enrolled of Accepted	81.0%	77.2%	77.1%	73.8%	74.1%

First Professional Degree - All Programs

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students
(Enrollment, Fall Census Date)**

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years	2 Years	1 Year	Current	Next Year	
		Prior	Prior	Prior	Year*	Forward	
		(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(goal)	
		(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	1,172	1,193	1,116	1,020	1,020
	Part-Time Headcount	?	64	59	51	59	60
	Total Headcount		1,236	1,252	1,167	1,079	1,080
	Total FTE	?	1,159.0	1,181.0	1,087.0	998.0	1,000.0
Second Year	Full-Time Headcount		812	912	911	845	845
	Part-Time Headcount		99	93	73	94	95
	Total Headcount		911	1,005	984	939	940
	Total FTE		820.0	905.0	892.0	850.0	850.0
Third Year	Full-Time Headcount		734	736	849	828	830
	Part-Time Headcount		152	158	177	170	170
	Total Headcount		886	894	1,026	998	1,000
	Total FTE		773.0	779.0	889.0	876.0	875.0
Fourth Year	Full-Time Headcount		561	646	649	711	715
	Part-Time Headcount		210	195	206	242	240
	Total Headcount		771	841	855	953	955
	Total FTE		622.0	685.0	685.0	774.0	775.0

**NON-DEGREE
UNDERGRADUATE**

Unclassified	Full-Time Headcount	?	14	32	33	36	35
	Part-Time Headcount		246	206	218	176	175
	Total Headcount		260	238	251	212	210
	Total FTE		74.0	81.0	83.0	76.0	75.0

Total Undergraduate Students

	Full-Time Headcount	3,293	3,519	3,558	3,440	3,445
	Part-Time Headcount	771	711	725	741	740
	Total Headcount	4,064	4,230	4,283	4,181	4,185
	Total FTE	3,448.0	3,631.0	3,636.0	3,574.0	3,575.0
	% Change FTE Undergraduate	na	5.3%	0.1%	-1.7%	0.0%

GRADUATE

	Full-Time Headcount	?	?	322	308	232	223	225
	Part-Time Headcount	?	?	2,382	2,512	2,265	2,497	2,500
	Total Headcount			2,704	2,820	2,497	2,720	2,725
	Total FTE	?	?	979.0	1,002.0	874.0	911.0	915.0
	% Change FTE Graduate			na	2.3%	-12.8%	4.2%	0.4%

GRAND TOTAL

	Grand Total Headcount	6,768	7,050	6,780	6,901	6,910
	Grand Total FTE	4,427.0	4,633.0	4,510.0	4,485.0	4,490.0
	% Change Grand Total FTE	na	4.7%	-2.7%	-0.6%	0.1%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)**

? Where does the institution describe the students it seeks to serve?

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

? **Student Financial Aid**

Total Federal Aid	\$17,218,403	\$21,448,003	\$23,542,816	\$23,719,000	\$23,804,000
Grants	\$3,023,309	\$4,514,979	\$5,223,576	\$5,020,000	\$5,020,000
Loans	\$13,950,326	\$16,666,160	\$18,034,561	\$18,415,000	\$18,500,000
Work Study	\$244,768	\$266,864	\$284,679	\$284,000	\$284,000
Total State Aid	\$2,852,293	\$2,879,953	\$2,910,303	\$3,143,100	\$3,150,000
Total Institutional Aid	\$2,451,534	\$2,856,297	\$2,885,198	\$3,112,567	\$3,113,000
Grants	\$2,451,534	\$2,856,297	\$2,885,198	\$3,112,567	\$3,113,000
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid	\$3,296,263	\$2,703,191	\$2,774,151	\$2,741,912	\$2,750,000
Grants	\$598,373	\$567,443	\$566,957	\$550,000	\$550,000
Loans	\$2,697,890	\$2,135,748	\$2,207,194	\$2,191,912	\$2,200,000

Student Debt

Percent of students graduating with debt*

Undergraduates	67%	70	74	75	75
Graduates	12%	14	15	15	15

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$18,450	\$18,430	\$20,869	\$21,000	\$21,000
Graduates	\$12,514	\$11,586	\$15,242	\$15,000	\$15,000

Average amount of debt for students leaving the institution without a degree

Undergraduates	N/A	N/A	N/A	N/A	N/A
Graduate Students	N/A	N/A	N/A	N/A	N/A

Cohort Default Rate

3	4.3	3.6		
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The default rate is identified for the year in which it is released. The cohort group for the most recent year is 2008.

Percent of First-year students in Developmental Courses**

English as a Second/Other Language

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English (reading, writing, communication skills)	2%	1%	1%	0%	0
Math	25%	27%	26%	22%	20%
Other					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Description

Admissions

Fitchburg State University's commitment to its students is driven by both the mission statement and the 2009-2014 Strategic Plan. As a comprehensive public university, the institution "prepares[s] students to lead, serve and succeed." The institution achieves this goal through a realistic and ethical admission process, an emphasis on retention and graduation, and a wide range of academic, athletic, professional, and artistic opportunities. There are approximately 3500 full-time undergraduate, 725 part-time undergraduate, and 2500 full- and part-time graduate students enrolled at Fitchburg State University (<http://www.fitchburgstate.edu/planningandir>). The undergraduate population includes students traditionally underrepresented in higher education, including first-generation, low-income, and/or students with disabilities. Enrollment of students from an ethnic minority is typically between 10 and 13% of the undergraduate population.

The Admissions Office, under the direction of the Dean of Enrollment Management, is responsible for student recruitment and admissions. All students have been admitted based on admission standards set by the Board of Higher Education of the Commonwealth of Massachusetts. The University's orderly admissions process is in compliance with the legislative mandate requiring the equality of educational opportunity. Fitchburg State admits students who, based on their high school GPA and/or college GPA for transfer students, standardized test scores and involvement in activities within the high school and community at large, demonstrate a reasonable potential for success in the programs to which they are admitted. For admission standards, see www.fitchburgstate.edu/enrollsrv/undergrad.cfm). To maintain their desired enrollment and reinforce the likelihood of student success, two departments, Communications Media programs and Nursing, have standards higher than those set by the Department of Higher Education. The Admissions Office sponsors numerous recruitment activities, such as open houses, college fairs, and parent nights.

From 2004-2009, the institution had aggressive yet realistic [enrollment goals](#) at the center of the strategic plan. Upon reaching and then exceeding these goals, the institution has continued to recruit students at a level that would support our mission as well as our fiscal responsibilities. Due to the state budget process, coupled with the economic uncertainty, there have been challenges with setting enrollment goals in advance. Long term enrollment goals will be determined as part of the current strategic plan.

Recruitment activities revolve around Massachusetts, with 90% of our high school visits and college fairs being in-state. Our commitment is to Massachusetts residents first and foremost and we blanket the state. Out-of-state recruitment is limited to larger demographic areas within New England.

As a public institution, we adhere to the admission standards set by the Department of Higher Education (DHE). These standards represent minimum standards although the institution has the discretion to set higher standards. However, despite the increase in graduating seniors, coupled with a rise in the popularity of the state system, Fitchburg State has chosen to not raise our admission standards as some of our sister institutions have done. Our mission is to provide access to the citizens of the Commonwealth, not to become a more competitive, and therefore more restrictive, institution in terms of admissions. However, we have raised admission standards for two UG programs:

Nursing (freshmen): Based upon comprehensive data gathered by the Nursing Department, admission standards have been set that exceed the state minimums and increase the likelihood of student success in the major. These are: minimum HS GPA = 3.0, min SAT = 1000, with a preference of 500 V and 500 M, and B's in the sciences. Each candidate is individually considered, however, and the above criteria are only used as preferred guidelines, not as firm rules.

Nursing (transfer – non-RN-BSN): restricted based upon limited spaces in the sophomore class; preference given to the strongest applicants.

Communications Media: Film/Video Production and Photography concentrations: restricted so that the program does not grow beyond its capacity; preference given to the strongest applicants.

Since Fitchburg State adheres to the minimum admission standards set by the DHE, all applicants are expected to be successful. A small percentage of students (maximum of 10% under DHE standards, with an institutional goal of approximately 6%) may be admitted if they are not meeting admission standards but demonstrate the ability to be successful.

The University provides two special admissions programs for students who do not meet the admission standards for direct acceptance to Fitchburg State. The Summer Bridge program provides educational and developmental opportunities for prospective freshmen who did not meet the minimum standards but show potential to succeed in college. These students take a five week summer program of eight credits that prepares them for college level work. 90% or more of these students successfully complete this program and are then eligible for acceptance to Fitchburg State for the fall semester.

The second special admissions program, the Institute Program, is an innovative collaborative program sponsored by Fitchburg State and Mount Wachusett Community College (MWCC) to serve the needs of applicants who demonstrate the potential to succeed at a four year college but who currently do not meet the admission standards. Students take coursework at MWCC and live in the residence halls at Fitchburg State. Once they meet the standards for transfer, they are eligible to matriculate at Fitchburg State University. About 90% of the Institute students transferred to the University at the end of their first semester. For more than a decade, the Institute has provided the opportunity for up to 50 yearly applicants to be part of this program.

Both programs represent our commitment to support those students who just miss admission standards but clearly demonstrate the ability to be successful at a four year university. Summer Bridge is offered at very low cost to the students, with Fitchburg State subsidizing 71% of the cost. The Institute Program is unique to the state university system and has been in existence for more than a decade. This program recognizes that some students might choose to not attend college were they not given the traditional, residential option that the Institute offers.

As part of the Admission process, admission counselors identify students that may benefit from participation in Multicultural Student Services, Expanding Horizons or Leadership Academy and notify them of their eligibility to participate in the program. Applicants are also able to self- identify interest in these programs on the admissions application and this data is coded in Banner. A mailing is sent from the Director of Financial Aid to all deposited students who appear to be eligible for Expanding Horizons, based on the FAFSA information, inviting them to participate in the program.

The Office of Graduate and Continuing Education (<http://www.fitchburgstate.edu/gce/>) offers more than 45 graduate and undergraduate degree & certificate programs to students, as well as non-credit courses for professional development and life-long learning. Whether offered on campus or through the University's Extended Campus partner, all graduate programs have established minimum standards for admission and retention. Students served by GCE include full- and part-time undergraduate day students, graduate students, adult learners seeking career advancement in the evenings or online, and those pursuing knowledge for personal growth and understanding. Each graduate degree and undergraduate evening program has a program chair and/or program manager assigned to help on- and off- campus students with course selection, plan of study, and policy questions. In addition to the program chairs/coordinators, the GCE Program Advisor/Retention Specialist and the GCE Assistant Director of Admissions devoted to Graduate Admissions also contribute support these students.

Retention and Graduation

The University Office of Institutional Research provides an annual report on overall retention and graduation rates; those rates can be separately determined for any group specified. The university has set a goal to increase the freshmen retention rate to 80% and the overall graduation rate to 56% by 2016. The most recent retention rate was 73% and the graduation rate was 47%. The retention and graduation data includes information by race/ethnicity, and gender. The race/ethnicity category is further subdivided into eight subcategories. (See <http://www.fitchburgstate.edu/planningandir/>.)

Because students who are adequately introduced to the university are more likely to succeed, new student orientation is a central responsibility of the Office of Student and Academic Life (SAL) (<http://www.fitchburgstate.edu/sal/>) and is managed by its Office of Student Development. The comprehensive orientation program (<http://www.fitchburgstate.edu/orientation>) begins with Summer Orientation Advising and Registration (SOAR), a half-day summer program during which students are greeted by the Fitchburg State President, learn about student services on campus, meet with an academic advisor from their department, and register for fall semester courses. Each department of SAL participates in SOAR, including the Tutoring Center, Disability Services, Academic Advising, Career Services, Expanding Horizons, Multicultural Student Services, and Counseling Services. During orientation on the two days before the beginning of fall classes, students continue their transition to Fitchburg State, participating in activities and hearing presentations on topics including alcohol abuse, sexual assault, interpersonal relationship violence, stalking, and campus safety. An additional electronic orientation program, distributed via email and the Fitchburg State website, supplements the events listed above. The Expanding Horizons Program, designed to support the academic success of low-income, first generation, and/or students with disabilities, also holds a pre-semester orientation for eligible students. The International Education Program holds a special orientation for all new undergraduate and graduate international students.

GCE maintains its own information and orientation sessions. GCE undergraduate students currently do not have a separate orientation; but will pilot its first orientation for these students in 2012. There are three student information sessions each year for prospective GCE students. GCE holds an on-campus orientation twice per year (January and August) for newly accepted graduate students. The International Education Office provides an additional orientation for international students, the majority of whom are graduate students. All students who cannot attend orientation are able to review the Graduate Orientation Tutorial online:

http://www.fitchburgstate.edu/uploads/files/GCE/Graduate_Orientation_General_Session_PowerPoint_January_2011_updated_1_3_2011.pptx). Two "meet-and-greet" events each year welcome all GCE

students back to campus in the fall and spring semesters. GCE staff members, along with other university staff, are stationed at the McKay Campus School, the primary evening class location, to help with general questions and to provide parking permits and student ID cards. GCE honors undergraduate adult learners once per year for their academic achievements during the Alpha Sigma Lambda induction ceremony.

To support their eventual academic success, all first year students must take a computerized placement test (ACCUPLACER) in Writing, Reading Comprehension, and Algebra prior to orientation and course registration. Students receive their scores immediately after the test and are advised to take the appropriate courses when they register during orientation.

<http://www.fitchburgstate.edu/academics/academic-support/placement-center/placement-testing-required-placement-testing-notice-for-new-freshman-and-transfer-students/>). Students planning to take French, Latin or Spanish must also take a Foreign Language Placement Test prior to enrolling in the classes. To evaluate other indicators of retention, the University also administers surveys including the "College Student Inventory" (CSI), a student retention management system product of Noel-Levitz, Inc., and the "Rutgers Alcohol Problem Index".

Also to support retention and timely graduation, Fitchburg State stresses faculty advising as does the MSCA contract. (See Standard Four for information on the contract.) Typically, academic advising at Fitchburg State is conducted by a faculty member in the student's major or by staff in the Academic Advising Center if a student has not yet declared a major. On average (based on AY07-08, 08-09, and 09-10 data), the Advising Center serves 435 pre-major students, 265 students on academic probation, and 520 walk-in visits per year, with additional demand during the summer (346 students) for transfer and readmitted students. Before registering each semester, students are required to meet with their assigned individual program advisor during the advising period held three weeks prior to registration. Both students and advisors may track their progress toward graduation via a web-based degree evaluation managed by the Registrar's Office (See Standards 4 and 6.)

Several outreach initiatives were established by the Dean of Enrollment Management to aid in retention and graduation rates. Accepted incoming transfer students are offered an Early Walk-In Advising & Registration option which allows registration for courses while a greater number of seats are available. Students are able to meet with an advisor, register for courses, have their ID photo taken, and obtain a parking permit at one time convenient to their schedule. Early access to register increases students' ability to enroll in courses required for their major allowing for quicker completion of degree requirements.

The university has a system of mid-semester grade reporting. Faculty are asked to submit grade for those who may be at a grade of 1.7 or lower at the mid-point of the semester. The purpose of this system is to provide formal feedback to students at a point in the semester where meaningful intervention by the professor, academic success areas, and others can be accomplished. Letters are mailed to students from the Dean of Enrollment Management if a deficient grade has been reported. Reports are sent to the VPAA, Dean of SAL, to department chairs for students in their major, and to Expanding Horizons and Multicultural Student Services for students in their program.

Financial aid reporting regulations require that student attendance is documented at two points in the semester; at the beginning to determine whether a student has even attended a class, and at the 60% point. In addition to validating student aid eligibility, students are notified by the Dean of Enrollment Management if they have been reported as not attending a class. Reports are sent to department chairs for students in their major, and to Expanding Horizons and Multicultural Student Services for students in

their program. Students are asked to contact the faculty if they are attending the class. Financial aid recipients are directed to obtain a faculty signature and return the form to the Financial Aid Office if they are attending the class to avoid a potential decrease in the financial aid eligibility. Students are also advised to officially withdraw if they are not attending to avoid receiving a 0.0 grade.

Adult and distance learners, along with graduate students, also have specially designed web-based support. This includes GCE Evening Student Resource Center, Distance Education Student Center, Graduate Orientation, and the award-winning GCE Virtual Advisor. In addition to web-based resources, GCE also has a full-time academic advisor/retention specialist and three part-time evening general advisors that focus exclusively on the needs of graduate and evening undergraduate students. In summer 2011, GCE began “on-site” advising by providing evening advising through a satellite office in the McKay building where the majority of GCE courses are housed. GCE students, once admitted, are assigned a program chair/manager, often a department faculty member, who is an expert in the student’s discipline. The program chairs/managers advise admitted GCE students regarding course selection, plan of study issues, university policies and procedures.

Under the leadership of President Antonucci, the university has expanded the number of commencement ceremonies offered annually. In January 2006, the first winter commencement was held to recognize the significant number of students who complete their degrees in December each year. In May 2009, the spring commencement exercises were divided, allowing for the first separate graduate commencement, thus giving prominence to this accomplishment.

Student Services

Fitchburg State University initiates student support on day one of orientation and maintains this effort through graduation and, in the case of career services, afterward. The Division of Student and Academic Life coordinates many key student services, while the offices of Enrollment Management, International Education, Graduate and Continuing Education, Information Technology, Housing, and Campus Police provide additional academic and personal support.

The mission of SAL is to “promote the intellectual, cultural, personal, and social development of students.” (See <http://www.fitchburgstate.edu/sal/> Each SAL department has a mission statement and a description of services, and goals; each also provides monthly updates on its activities and submits yearly reports for the SAL Dean’s review. In all cases, their functions are based on the Principles of Good Practice for Student Affairs Professionals and mirror in part the Council for Advancement of Standards in Higher Education. (Council for Advancement of Standards in Higher Education, *CAS Standards and Guidelines in Higher Education*. 6th ED. Washington, D.C., p.4.) These principles are founded on the nature of student learning and the conditions necessary for learning and development in the Student and Academic Life and Student Affairs areas.

While a member of the Fitchburg State University community, every undergraduate student has access to many support services focusing on academic success, extra-curricular opportunities, and personal growth, all keys to degree completion. One SAL department, The **Academic Success Center** (<http://www.fitchburgstate.edu/success/>), oversees nine distinct programs and services that work collaboratively to support students toward their academic success. This center is staffed by 19 full-time and 9 part-time (10 month) professionals, as well as approximately 80 student employees. The university supports the academic success center with an annual budget of \$552,000 and a staffing budget of \$454,600 to provide services and programs for our students. Additionally, the university is

investing approximately \$16 million dollars in the first phase of the renovation of the Hammond Campus Center, which will provide greater access and an improved central location for all offices and services of the Academic Success Center. These programs are listed below:

- *Academic Advising Center* (<http://www.fitchburgstate.edu/advisingctr/>) provides services for students who have not declared their major (“pre-majors”), students who are experiencing academic difficulty, students in need of assistance with academic regulations, and students seeking credit for their life experience.
- *Career Center* (<http://www.fitchburgstate.edu/offices/student-services/career-services/>) offers a variety of programs and services to assist students and alumni in planning for career decisions during and after their studies at Fitchburg State. Students receive counseling on choosing a career, internship planning, job search, occupational information and selecting a graduate school or professional program.
- *Counseling Services* (www.fitchburgstate.edu/counseling) provides confidential services to enrolled students at no charge. Clinicians are available for individual, group, and couples counseling, crisis intervention, educational programming, outreach workshops, community referrals and in-service training.
- *Disability Services* (www.fitchburgstate.edu/disability) is the primary support system for students with disabilities taking classes in the day or evening division. The objective of Disability Services is to promote independence, build skills, and facilitate achievement of educational goals for individuals with disabilities by providing services such as individually tailored support services, academic skill-building, reasonable accommodations, and training in the use of adaptive technologies.
- *Expanding Horizons* (www.fitchburgstate.edu/ehp) is designed to provide support for first-generation and/or low-income students, as well as students with a documented disability. The Expanding Horizons staff works with students to facilitate adjustment to university life and to enhance their ability to attain their fullest academic potential and personal growth by providing services such as peer mentors and tutors, extended pre-semester orientation, academic counseling, mid-semester progress reports from faculty, informational seminars, and social and cultural activities.
- *International Education* (www.fitchburgstate.edu/intled) provides a number of services including study abroad opportunities, support for international students, and global education programs to promote cross-cultural awareness on campus.
- *Math Center* (www.fitchburgstate.edu/mathctr) offers peer tutors who specialize in one-on-one tutoring on a walk-in basis. Tutoring is available for fundamentals of arithmetic and algebra through upper-level mathematics courses.
- *Multicultural Student Services* (<http://www.fitchburgstate.edu/campus-life/get-involved/mss-and-access-program/>) promotes a university-wide program of cultural activities designed to contribute to a positive campus culture of appreciation and respect for differences. Multicultural Student Services include academic assessment, personal, financial and career support, mid-semester progress report review, study/learning strategies and tutorial services.
- *Tutor Center* (<http://www.fitchburgstate.edu/academics/academic-support/tutor-center/>) has a staff of 60 trained and qualified peer tutors whose aim is to improve students’ academic achievement and ability to learn and apply knowledge, and to help students develop critical thinking skills through free individual and group peer tutoring sessions. On average, 850 students per year use these services which are available in 96 subjects representing 19 majors serving freshmen to seniors. In addition, the Tutor Center staff offers Study and Learning Strategy Sessions, Academic Success Seminars, and Massachusetts Tests for Educator Licensure

(MTEL) Test Preparation sessions. The Fitchburg State University Tutor Center has earned the prestigious College Reading and Learning Association (CRLA) International Tutor Program Certification status.

Athletics and Recreation Services conducts programs under the guidelines of the National Collegiate Athletic Association (NCAA), regional and state athletic conferences and the National Intramural-Recreational Sports Association. These guidelines require that all programs are based on principles including sound academic standards, institutional control and responsibility, sportsmanship and ethical conduct, student-athlete well-being and development, and gender equity. Sixteen intercollegiate athletic teams, eight for each gender, and a comprehensive intramural program, offer structured and informal recreational opportunities for all students.

The athletic program undergoes systematic review by several external agencies. For example, the institution's Graduation Rate Survey is reported to the NCAA annually, and the NCAA Institutional Self-Study Guide is required every five years. This is a comprehensive review of compliance in all areas of the intercollegiate program and is a collaborative effort that includes staff, faculty, administration, students and alumni. The Department of Education's Equity in Athletics Disclosure Act report is required annually and evaluates expenditures and revenues of the intercollegiate programs based on gender. The NCAA Membership Financial Report is also required annually and includes all expenditures and revenues associated with the intercollegiate programs.

The **Dean of Student and Academic Life (SAL)** and his office support student academic achievement in several ways. Using funds from SAL, many academic departments maintain local chapters of their discipline's national honor societies. The Dean's office also organizes an annual Honors Convocation which recognizes the achievements of students across the University. His office staff coordinates the following programs and services: Student Handbook, Emergency Student Loans for non-university, unanticipated expenses; Withdrawing from the University; New Student and Family Orientation Programs; Student Discipline System; Academic Standing; Academic Policy waivers; and the Sexual Assault Protocol. (<http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-academic-life/office-of-student-academic-life-deans-office/>)

Health Services (<http://www.fitchburgstate.edu/campus-life/student-services/health-services/>) is a fully operational clinic open to all full-time undergraduate and graduate students. Its staff includes two full-time nurse practitioners, a physician assistant, and one part-time physician. Massachusetts Law C.15A.s.18 requires every undergraduate student registered for nine or more credits and every graduate student who is registered for seven or more credits to carry health insurance. All students are charged for the University health insurance plan unless a waiver is submitted to verify alternative health coverage. Fitchburg State Health Services offers ambulatory care, immunizations, diagnostic services, and health education, promotion, and referral programs. Fitchburg State also has a campus-wide health and wellness committee that supports educational health-related programs, including *Health101*, a monthly electronic newsletter delivered to students and parents.

To increase campus education and awareness regarding dating and domestic violence, several campus offices and departments have collaborated to establish the **Fitchburg Anti-Violence Education program (FAVE)**. This program, supported through a Department of Justice grant, is designed to combat dating and domestic violence, sexual assault, and stalking via bystander training and educational programs. FAVE is being implemented campus wide but has so far specifically been targeted toward incoming and current students at Fall Orientation. Also as part of new student orientation, 799 incoming students

participated in a bystander training program designed to develop a culture which is non-supportive of violence and supportive of sensitivity regarding this issue and to provide a mechanism for students and others to be proactive in reporting issues and/or possible prevention of issues. To date, the following key student groups and student staff have been trained: Resident Assistants, Campus Center Staff, Recreation Center staff, and the Emergency Response Team. These groups will be updated or trained each year as new staff join. The 2011/2012 academic year will focus on training which will involve more faculty, staff and administrators.

The Department of **Student Conduct, Mediation and Education** promotes the values of integrity, civility, respect, and good citizenship in the free exchange of ideas on campus, and coordinates enforcement of the Code of Conduct and University Policies, as created by student, faculty, and staff members of the community. The staff educates the campus about issues central to the mission of the institution, and presents models for reacting to inappropriate behavior in a fair and responsive manner. The Code of Conduct includes the administration of the Academic Integrity program. The Academic Integrity Policy was revised during the 2008 – 2009 academic year to clarify the process and build a tracking system for offenders. As new faculty come to the University they are informed of the policy and process and the office works individually with faculty during reported incidents. The office personnel also attend classes to further inform students of their responsibility.

(<http://www.fitchburgstate.edu/judicial/>) See Standard One for more information on the policy.

In addition to running the first year orientation program, the **Office of Student Development** (Department of Student Activities and Hammond Campus Center) provides students with personal development and leadership opportunities through numerous extra- and co-curricular activities, including student employment, community service initiatives, commuter programs, and cultural and educational programs. It also provides recreation and meeting spaces.

(<http://www.fitchburgstate.edu/osd/>)

The Douglas and Isabelle Crocker Center for Civic Engagement (CCE) at Fitchburg State was established in AY2010-11, superseding the Volunteer Center, to respond to the needs of the University community. One of the goals of CCE is to provide real world experiences for students so they may understand how all citizens have a responsibility to work toward building stronger communities.

(<http://www.fitchburgstate.edu/volunteer/>)

The **Student Government Association/Clubs and Organizations** (SGA) is the democratic ruling student body that secures and defends the rights and freedoms necessary for full participation in the educational process, unites the student body, and addresses its various needs. Through student member participation in campus wide committees, SGA serves as the liaison between the student body and the faculty, administration, and the community at large. It coordinates activities and funding for more than 60 currently recognized clubs and organizations on campus.

(<http://www.fitchburgstate.edu/campus-life/get-involved/student-clubs-and-organizations/>)

Students find many leadership opportunities through SGA, campus clubs and organizations, and volunteer opportunities in the surrounding community. Membership in campus clubs and organizations which span academic and special interests, as well as sororities and fraternities, is open to all students. Students serve on 24 university committees, and more than 1200 are involved in the clubs and organizations. In the past three years, Fitchburg State has supported more than 20 new clubs and organizations and implemented a new Leadership Development Program. The University also supports an active Greek Life community.

SGA, along with the Faculty Center for Teaching and Learning, held the first Undergraduate Conference on Research and Creative Practice in 2010. The conference encourages undergraduate students to display research or creative work they have accomplished in their course of study, and all entrants are sponsored by faculty members. This is now a regular component of the Honors Day, occurring in the morning before the afternoon convocation.

Enrollment Management includes the offices of Admissions, Registrar, Student Accounts, and Financial Aid and is overseen by the Dean of Enrollment Management. The mission of Enrollment Management is to provide the core services needed for student success in a caring and efficient manner. All offices have been co-located, creating a one stop student service center and fostering a collaborative, empathetic and holistic approach to student service.

In addition to its other responsibilities, the Admissions Office is responsible for student recruitment, and sponsors numerous recruitment activities, such as open houses, college fairs, and parent nights, to inform prospective students of the educational and co-curricular opportunities available at Fitchburg State. (See <http://www.fitchburgstate.edu/admissions/>.) The Registrar's Office is responsible for maintaining the accuracy and integrity of undergraduate and graduate student academic records, including registration, transcripts, enrollment statistics and verifications, major/minor changes, veteran status and support, degree evaluations, and transfer course equivalencies. It also clears students for graduation and the awarding of degrees. (<http://www.fitchburgstate.edu/registrar/>)

The Financial Aid Office administers Federal, State, and institutional need-based aid, as well as campus work-study and scholarships (<http://www.fitchburgstate.edu/finaid/>). The tuition and fees of Fitchburg State University as a percent of median family income is 7.8% which is below the northeast regional average of 9.2% (<http://www.mass.edu/library/documents/2010PerformanceMeasurementReport.pdf>).

Students and their families are provided with written information regarding financial aid, including student loans, as part of the admissions communication plan. Open house and orientation events provide comprehensive overviews of the process as well. Fitchburg State employs an active acceptance protocol meaning that students must accept their loans, thus again ensuring that students are aware of their debt. Prior to receiving a student loan disbursement, students are required to complete a loan counseling session which explains their rights and responsibilities as a borrower and includes information about debt management. Fitchburg State has recently become a charter school in American Student Assistance's (ASA's) innovative debt management tool, which provides online and person-to-person counseling to students and alumni at no cost. This program is setting the new standard in student loan debt management. Additionally, Fitchburg State annually employs an outside financial aid auditor.

Student Accounts is responsible for billing and issuing refunds to students for credit balances, including those generated from Financial Aid disbursements. Student Accounts staff assist students and families in meeting their financial obligations for payment of tuition and fees

(<http://www.fitchburgstate.edu/studentaccts/>) The Office of Student Accounts was moved from the Finance Division into the Enrollment Management division in 2009 in order to recognize and enhance the student-centered approach of that office. Efficiencies have been made in order to increase service and allow staff to focus more energy on students. An example is e-Billing which has provided 24/7 access to real-time account information while also allowing students the ability to grant access to parents/guardians. The University is currently hiring a new Director of Student Accounts, who will be

charged, among other things, with the centralization of student fees, which will further support the EM vision of a one-stop student service center.

Housing and Residential Services (<http://www.fitchburgstate.edu/housing/>) coordinates housing arrangements for 1750 students in seven residential areas, supervised by three professional staff and approximately 40 graduate and undergraduate resident assistants. The First Year Residential Experience (FYRE) is a voluntary program for freshmen who want to build a solid foundation for success while at Fitchburg State University. All participants in the FYRE program live together in one residence hall.

The Campus Police Department (<http://www.fitchburgstate.edu/campuspolice/>) includes a Chief, Lieutenant, thirteen Police Officers, three full-time Dispatchers, and one Reserve Officer. The Police Officers are fully trained, licensed, and armed as Special State Police Officers under Massachusetts General Law c.22c, 63 and c.73,18. Officers patrol the campus by foot, bicycle, and cruiser 24 hours per day, 365 days per year. The department also employs a large number of students as Student Security Officers whose job is to assist Police Officers in the Safety Escort Program by providing safe, personal escorts to and from any point on campus and the immediate neighborhood from 8:00 pm to 1:00 am. Outside of these times, the Fitchburg State University Police officers provide escorts. Campus Police and Housing and Residential Services jointly operate Parking Services (<http://www.fitchburgstate.edu/parking/>) for Fitchburg State University. The University maintains 25 parking areas on the main campus, as well as at the Wallace Civic Center, which is serviced by two shuttle buses that transport students, employees, and guests to the main campus at no cost. Commuter and resident students are required to pay a reasonable permit fee to park on campus, but permits for the Wallace Center are free of charge to all students. GCE students can obtain a free parking permit that may be used in any lot after 4 p.m. Campus Police monitor remote cameras in parking areas for safety and the office is responsible for the coordination of parking and shuttle bus service.

Information Technology (<http://www.fitchburgstate.edu/technology/studentguide/>) provides a number of electronic services to enhance student academic life, including a web-based email account to which all University electronic communication is sent. IT also provides phone lines, cable television, and internet access ports in residence hall rooms, and free antivirus software and software discounts. Each student has their own network hard drive with 300MB of storage that can be accessed anywhere on the campus network, and access to a printing system that allows users to print from a laptop in the University library and in computer labs. Information Technology manages the Connect-ED system, an automatic calling and email service used by Fitchburg State to notify the campus community of important announcements such as weather closures or delays, University opening and closing activities, and campus and regional emergencies. IT also manages "OneCard" (<http://www.fitchburgstate.edu/technology/onecard/>), which serves as the official identification card of Fitchburg State University and can be used for many other University services such as Library Card, Recreation Center Pass, Meal Card, Door Key, Campus Event Access, and for discounts at local merchants. OneCards have a stored value account so that students may use the card to purchase items on campus. IT operates a Help Desk for walk-in service during normal business hours, as well as 24 hour assistance via phone or live chat, to provide assistance for the above services. See Standards 7 and 8 for more information about IT services.

The **Amelia V. Gallucci-Cirio Library** (<http://www.fitchburgstate.edu/library/>) offers a broad range of services and resources for all students, such as interlibrary loans, reference, reserves, instruction and information literacy, and distributed/extended learning. The library also contains computer

workstations for student use. See Standard Seven for additional information about the library's services to students.

The **Campus Ministry** provides programs to meet the spiritual needs of all members of the University community.

Fitchburg State presents many special cultural and education opportunities. Students showcase their creative and scholarly achievements through faculty sponsored competitions, conferences, art shows, theatre performances and concerts. These are frequently detailed in the University newsletter, [Fitchburg State University Today](#). The number of events and programs has increased over the past three years, from 135 events in AY07-08 to 156 events in AY09-10; total event attendance increased during that time. The Office of Student Development now sponsors or supports over 150 events per year, including a range of cultural and academic events for students and the surrounding community. These events offer musical performances, and talks by prominent scholars, artists, and activists. Attendance at the majority of these events ranged from 75 to 250 people per event, and a few specialized events had 750 to 1500 participants. The CenterStage office and the Center for Italian Culture coordinate many of the community events. See <http://www.fitchburgstate.edu/cultural/>, and also <http://socialweb.net/Clients/FSC/>.

Students have multiple opportunities to interact with faculty outside the classroom. In addition to registration advising, both faculty and administrators hold scheduled office hours and also meet students in several scheduled informal events. For example, the Student Government Association sponsors lunches and receptions specifically for student and faculty/staff interaction; some of these are special receptions especially for commuting students. Given these opportunities, Fitchburg State seniors rate their campus experience with respect to a supportive campus environment (SCE, 62 vs. 58 National norm) and interaction with faculty and staff (SFI, 46 vs. 43 National norm) at or slightly above average compared to New England and National norms, according to the National Survey of Student Engagement. However, freshmen generally rate their experience at slightly below average than the norms (60 vs. 61 SCE; 33 vs. 36 SFI).

The University maintains clearly written and publicized statements regarding student rights, responsibilities and grievance processes. This information, along with information about student conduct, FERPA, HIPAA, Office of Civil Rights, ADA, and Title IV, is also published in the University Catalog, the Student Handbook, and Student Conduct Handbook, all available online. During SOAR sessions, parents are informed of University processes for accessing and implementing student rights, and students are similarly educated during the fall orientation program when they are also given the Student Handbook. Student rights and protections, depending on the issue, are overseen by the Deans of Student and Academic Life, Graduate and Continuing Education, and Enrollment Management, who are available to meet with students. Administrators in the Human Resources also respond to issues which apply to their particular areas.

Academic and Confidentiality Policies

The University Records Retention, Disposal, and Confidentiality policies respect individual privacy and the best interests of students and the institution. The Office of the Registrar has a Records Retention and Disposal policy ([Records Retention and Disposal Policy 2010](#)) based on recommendations of the Records Conservation Board of the Commonwealth of Massachusetts. Notification of Student Rights under the Family Rights and Privacy Act of 1974 (FERPA) appears on the Registrar page of the University

website (<http://www.fitchburgstate.edu/offices/student-services/registrar/student-records/ferpa/>). Counseling and Health Services policies appear on the corresponding homepage of the University website. See (<http://www.fitchburgstate.edu/campus-life/student-services/counseling-services/confidentiality/>, <http://www.fitchburgstate.edu/campus-life/student-services/counseling-services/privacy-policy/>, (<http://www.fitchburgstate.edu/campus-life/student-services/health-services/health-services-about-us/>). Campus Police policies follow statutes of the Commonwealth of Massachusetts. Legislative updates, such as those through the Office of Civil Rights and Title IX, will continue to be reviewed and monitored to be aware of any needed updates.

Appraisal

Admissions

Students may inquire about the University's admission standards in several ways. The undergraduate, graduate, and international standards are available on the University's website. The Admissions Office shares them through college fairs, campus visits, and other recruitment events, as well as through secondary school counselors. For graduate students, the Assistant Director of Admissions and the GCE program advisors participate in career fairs, college fairs, campus visits and other recruitment events. Both the Admissions Office and GCE hold evening office hours to accommodate the schedules of adult learners. Prospective and current students now find the offices of Enrollment Management (Admissions, Registrar, Student Accounts, and Financial Aid) and Graduate and Continuing Education are in a single, newly renovated building. Combining these offices raises the visibility of their services. Currently, GCE and the Office of Admissions are collaborating via a Graduate Recruiting Committee to improve the graduate admissions website, work on a fully online graduate admissions application, and to review and update admissions application outreach materials.

A core University value is to offer "equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts and the Commonwealth." This effort is currently successful: the percentage of newly enrolled students (freshmen and transfers) from the Commonwealth of Massachusetts is typically around 93%. However, the number of Massachusetts public high school graduates peaked in 2007-08 at 63,000 graduates, and there is projected to be a sustained and substantial decline from this peak amounting to a 14% drop by 2021-22. Since Fitchburg State University draws the majority of its students from the Commonwealth, this projected decrease has implications for future recruiting efforts. According to a [report by the Western Interstate Commission for Higher Education](#), Massachusetts is projected to experience a 28% decline in the number of white, non-Hispanic students graduating from public high schools, and a 23% decline in black, non-Hispanic high school graduates by 2022 (compared to 2008). During the same time period, the number of Hispanic students graduating from Massachusetts secondary schools is projected to increase by 48%. These dramatic shifts in the student population will necessarily alter the make-up of the student body over the next 5 years. Fitchburg State will continue its efforts to enroll a student body that is more broadly representative of the population we wish to serve by focusing admissions and recruiting efforts to help increase the enrollment of students from traditionally under-represented populations.

There are already several efforts to encourage the enrollment of this under-represented population. Fitchburg State has increased support of various organizations that work with middle and high school students from these populations, such as GearUp, Upward Bound, and TRIO, by hosting groups on

campus for information sessions and tours of the campus. Staff from the Admissions Office also visit high schools and attend college fairs that traditionally have a highly diverse ethnic student population.

Retention and Graduation

The University's overall retention rates for full-time students admitted who return to begin their sophomore year has typically been in the mid-70's range (78% of those entering Fall 2009 returned in Fall 2010, and 73% of those entering in Fall 2010 returned in Fall 2011). Our retention rates are about equal to the national average and similar to our peer institutions.

(<http://www.mass.edu/library/documents/2010PerformanceMeasurementReport.pdf>)

Summer Bridge students who subsequently were admitted to the college also have a retention rate similar to that of the university as a whole of 76% for the students entering in 2009. Students served through Expanding Horizons are also retained at a rate that equals or exceeds that of the university as a whole. Pre-majors who enter the university without a declared major typically have a retention rate five to ten percent lower than students with declared majors. Retention for minority students varies but is a few percentage points lower than students overall. Several academic programs, including Nursing, Education, Exercise and Sports Science, Criminal Justice, Human Services, and Biology, have program-level retention/progression requirements to promote student success in their chosen field of study. Overall, the University continues to focus efforts on increasing the retention rates of students persisting to earn their bachelor's degree by ensuring access to a broad range of services to support their success.

The average six-year graduation rate for Fitchburg State undergraduates is 50%, compared to 40% for national peer institutions and is slightly higher than the state university sister average. While it is not common for the state universities in our system to report the graduation rates of graduate students, perhaps because these students are typically part-time, the Office of Institutional Research has identified graduation rates for graduate students by identifying those who entered in 2003, 2004 and 2005 and calculating whether they graduated within the six year time frame allowed for the completion of their graduate programs. The respective rates for these three years for students seeking master's degrees are 83%, 88% and 92%, respectively.

Studies of the undergraduate advising process indicate that it is successful. Student satisfaction with advising exceeds 80%, according to the contractual advising surveys. The number of completed surveys has consistently ranged from 385 to 520 respondents and averages 435 respondents, who typically represent majors from each academic department. Still, students in the IDIS major and their advisors do not have access to a web-based degree evaluation form because these degrees often require the building of individual programs. As a result, no advising tool exists for these students, nor are there web-based audit tools for graduate programs.

While data from the Rutgers Alcohol Problem Index is used when offering and refining the variety of support services for a student, the CSI data which identifies the students most at risk for withdrawing from the university, personnel have not been trained to use this information effectively with students. This summer, the CSI data for the past couple of years were analyzed by an Academic Affairs team that included the VPAA, the Associate VPAA, the Dean of Student and Academic Life, the Director of Institutional Research, and the Director of Assessment and a proposal was developed to use this data more effectively. Worcester State University received a Performance Incentive Fund Grant from the Department of Higher Education to support collaborative work with Fitchburg State University on

effective use of student survey data to identify and intervene on behalf of at risk students. Faculty and student advising staff from Worcester State University and Fitchburg State University will begin meeting with a retention consultant in the fall of 2011 to plan effective strategies for working with students at risk of withdrawing from the university.

Students withdraw from the University for a number of reasons, including personal circumstances and hardship, difficulty acclimating to the University, and/or financial limitations. These reasons have remained relatively consistent, and the University works with each student to develop options for their continuance or return. To support these students and to track the pattern of student withdrawals, the Dean of Student and Academic Life conducts exit interviews with all undergraduate students who formally withdraw from the University.

Student Services

During orientation events, open houses, and through public relations efforts, the University emphasizes the wealth of available academic, personal, and cultural activities which will maximize the student's success. These student services are also listed in the Student Handbook, Catalog, and the Student Club and Organization Resource Guide and may be accessed through the University's website. Despite these efforts, data from a SAL 2008 survey and the recent NEASC survey suggest that many students are simply unaware of the extent and breadth of co-curricular opportunities and support services at Fitchburg State. Students who are aware of and have used the services generally rate them as being helpful.

In follow-up [surveys](#) to the Graduate Student information sessions, 93% of respondents stated that they would be attending Fitchburg State the following semester, and 89% of respondents stated that they were "satisfied" to "very satisfied" with their information session experience. GCE undergraduate evening degree-seeking students were surveyed in 2009 regarding their usage and satisfaction with a variety of student services on campus. The highest rated services were GCE support, Registration process, GCE Advising and the Application process. Ratings for these services were excellent to good. The data indicates that Parking Services scored between average to poor. The lower rating could be due student's dissatisfaction with parking on campus versus the actual services that Housing and Residential Services provides, however to determine the exact nature of the lower score a follow-up survey or focus group would need to be organized. The Tutor Center and Career Services both scored the highest rating for "not applicable", most likely due to evening undergraduate student's lack of use of these services or perhaps a lack of knowledge that they exist. Further surveys would need to be conducted specifically asking those differentiating questions to determine why students answered "not applicable".

[Counseling Services](#) served 207 students during 1245 counseling sessions in AY07-08, 248 students (1147 sessions) during AY08-09, and 287 students (1372 sessions) during AY09-10. The use of Health Services has also increased, from 2196 visits during AY08-09 to 2975 visits during AY10-11. [Disability Services](#) has seen its student population increase from 190 in 2008 to 275 in 2011. During the same time, the number of hours devoted to test proctoring by Disability Services increased from 474 hours in 2008 to 1600 hours in 2010. Additional resources went toward the hearing impaired (220 hours of interpreters). The only office to record a decrease in student contact is Multicultural Services, which held 474 academic counseling meetings during AY07-08, and 212 in 09-10. During this time period there have been significant reductions in [Disadvantaged Student Program funding](#) {MA – DSP}, including staff, factors which may have contributed to the decreased demand.

The [Career Services Center](#) has logged 1715 Fitchburg State student contacts between Sept 2008 and March 2011 including appointments, workshops, and special events. The student contacts have included 123 alumni, 39 graduate students, 284 seniors, 94 juniors, 84 sophomores, and 79 freshmen. Career Services staff also collaborates with the Pre-Law and Health Professions advisors. Overall, 30% of students recently surveyed have accessed career services through this office. Fitchburg State's array of co-curricular activities has grown to include the Regional Economic Development Institute (REDI) (<http://www.fitchburgstate.edu/redi/index.cfm>) and the Crocker Center for Civic Engagement. But there is no specific stated goal at the institutional level for engaging students in these activities.

There is widespread dissemination of information about student rights, responsibilities, and grievance processes, and the inclusion of this information during the parent sessions of SOAR has helped with general knowledge. Still students often turn to their parents for information. Parents, in turn, are more proactive in recent years and prefer direct contact with the appropriate office in place of looking online. Administrative offices, including the Deans, either answer the inquiry directly or give specific contact information. In some appropriate cases, it refers the caller to the correct website.

Student athletes must meet the same admissions standards, financial aid award guidelines and rights and opportunities as all students on campus. They also must meet the even more rigorous academic standards established by the NCAA and state athletic conference. A review of academic records for student athletes is completed four times each year. The Athletic Department solicits feedback from faculty regarding the academic performance of student athletes at the mid-point of each semester. The Compliance Officer reviews the evaluations and meets with student athletes who receive poor reports to encourage them to take advantage of appropriate campus resources. The evaluations are also given to coaches for follow up. These [efforts](#) are successful considering the average GPA of student athletes. They maintained a mean GPA of 2.89 during Academic Year 2009-2010, and 2.75 during Academic Year 2008-2009. The mean GPA for all undergraduate students at Fitchburg State University was 2.93 during those same years.

Furthermore, interest in athletics is strong. Last year, over 1700 students used the athletic/recreational facilities. Intramural participation and programming has increased significantly over the past several years. Students may request new programs, and if these are appropriate based on established guidelines and available facilities, they are incorporated into the program. Statistics indicate that website hits have increased and there are an increased number of viewers watching scheduled games via website.

While all incoming students must take the ACCUPLACER tests, some do not complete the testing in time to register for the appropriate courses. For the institutional placement test, a range of 6- 8% do not complete the required testing on time. This delay creates a domino effect which can make it difficult for students to progress through their course of study in a timely fashion. It will be a priority to ensure that all students are tested as they enter. In addition, students take the foreign language tests only when they wish to enroll for a course in the language. In this case, a process needs to be developed to identify students that have registered for language courses and notify them regarding appropriate level placement.

For the 2011-2012 academic year, 2% of incoming students who have completed the [ACCUPLACER testing](#) did not meet the institutionally-derived minimum standard for writing and 51% did not meet the minimum standard for mathematics on the first attempt. Many courses for various academic majors have as a prerequisite completion of remedial math courses, or a passing score on the algebra

ACCUPLACER; and each semester, the University offers developmental courses in writing and mathematics that students are required to complete successfully before enrolling in college-level coursework in these areas. Upon entering, roughly one quarter of freshmen students require basic math while only roughly one percent require a remedial writing course. Although the developmental coursework offered by the University typically proves adequate to bring students up to speed academically, students often defer these basic courses, jeopardizing their progress in their chosen curriculum.

Projection

Admissions

As part of the University's Strategic Plan, adopted in December 2009, Fitchburg State specifically committed to increase its student Hispanic population to 10%. The Dean of Enrollment Management will create a plan and provide regular updates to ensure that this remains on target for completion by 2014.

Graduation/Retention

The University will continue to focus efforts on increasing the retention rates of all students who enroll. The Dean of Student and Academic Life, in cooperation with Enrollment Management, will aim for full-time freshmen to sophomore retention rate of 80% consistent with the goal set by the DHE in the Report of the Task Force on State College Graduation Rates (2005).

Academic policies will be created and implemented by the Dean of Student and Academic Life that encourage students' successful completion of all developmental coursework prior to enrolling in coursework beyond the freshmen year (i.e., 45 credits).

Fitchburg State University will systematically evaluate the academic and personal needs of its students through the CSI. Policies and procedures will be put in place by AY13-14 to implement training to ensure that the data derived will be effectively used by individuals on campus (e.g., department chairs, academic advisors, student support services staff) who are in a position to use such data to positively influence the likelihood of students' success. This plan will be developed by the Deans of Enrollment Management and Student and Academic Life in order to ensure valid interpretation of such data, and appropriate intervention with students.

Student Support Services

Web-based degree evaluations for the undergraduate IDIS programs and all graduate programs will be developed by the Registrar's office in collaboration with department and program chairs by 2013.

Institutional Effectiveness

Fitchburg State University offers a broad array of student and academic support programs and services. These programs are designed to encourage student success. Offices that provide student support services submit monthly and yearly reports to the Dean of Student and Academic Life. The Office of Institutional Research regularly collects admission and graduation/retention data that can be used as measures of student academic success on campus. Fitchburg State has retention rates higher than the national average and six year graduation rates ten percent higher than our peer institutions which demonstrates institutional effectiveness.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

(Library)

	Completed Year	Completed Year	Completed Year	Completed Year	Next Year Forward
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

Expenditures/FTE student

Materials	\$ 91	\$ 97	\$ 89	\$ 96	\$ 108
Salaries & Wages	\$ 145	\$ 144	\$ 133	\$ 134	\$ 150
Other operating	\$ 26	\$ 15	\$ 18	\$ 16	\$ 23

Collections

Total print volumes	224,846	220,018	228,724	227,641	228,500
Electronic books	9	9	967	1,001	1,100
Print/microform serial subscriptions	1,013	689	576	413	423
Full text electronic journals	Not Available	40,791	41,161	41,482	42,200
Microforms	376,863	141,127	125,344	124,259	123,200
Total media materials	2,336	2,455	2,774	2,920	3,100

Personnel (FTE)





Librarians -- main campus	7.25	6.75	6.45	6.45	7.45
Librarians -- branch campuses	Not Applicable				
Other library personnel -- main campus	11.30	10.75	11.00	10.44	11.10
Other library personnel -- branch campus	Not Applicable				

Library Instruction



Total sessions -- main campus	82	92	116	109	126
Total attendance - main campus	2,687	1,929	2,522	2,193	2,646
Total sessions -- branch campuses	Not Applicable				
Total attendance -- branch campuses	Not Applicable				





Reference and Reserves

 In-person reference questions	4,632	5,633	4,898	5,475	6,000
	 Virtual reference questions				
Traditional Reserves:	738	905	2,028	1,858	1,900
					
	606	914	1,129	985	1,000
E-Reserves:	10,671	11,988	12,068	10,560	13,000
					
	593	577	491	482	500






Circulation
courses supported items on reserve

Circulation
courses supported items on e-reserve

Circulation (do not include reserves)

 Total/FTE student	1.80	1.55	1.75	1.57	2
	 Total full-text article requests				
 Number of hits to library website					
 Student borrowing through consortia or contracts					

Availability/attendance

 Hours of operation/week main campus	86	86	84	85.25	89.00
	 Hours of operation/week branch campuses				
 Gate counts/year -- main campus					
 Gate counts/year -- average branch campuses	Not Available	6,550/wk	Not Available	Not Available	5,427/wk
					

URL of most recent library annual report:

http://www.fitchburgstate.edu/uploads/files/Library/REPORT_2009-10.pdf

URL of Information Literacy Reports: 2010, pg 10-12

http://www.fitchburgstate.edu/uploads/files/Library/REPORT_2009-10.pdf

URL of Information Literacy Reports: 2009, pg 8-10

http://www.fitchburgstate.edu/uploads/files/Library/2009_Annual_Report.pdf

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 7: Library and Other Information Resources
(Information Technology)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

Number (percent) of students with own computers

75	100	100	100	100
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? **Course management system**

Blackboard 9.1.50119.0

Number of classes using the system

3754	3836	3659	3650	3650
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Classes on the main campus

0	0	0	0	0
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Classes offered off-campus

Distance education courses

444	581	471	470	470
-----	-----	-----	-----	-----

Bandwidth

On-campus network

1GB	1GB	1GB	1GB	1GB
-----	-----	-----	-----	-----

Off-campus access

? commodity internet (Mbps)

100	100	200	250	250
-----	-----	-----	-----	-----

? high-performance networks (Mbps)

N/A	N/A	N/A	N/A	N/A
-----	-----	-----	-----	-----

? Wireless protocol(s)

802.11g	802.11g	802.11 a,b,g,n	802.11 a,b,g,n	802.11 a,b,g,n
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Network

Percent of residence halls connected to network

wired

100%	100%	100%	100%	100%
------	------	------	------	------

wireless

0%	0%	100%	100%	100%
----	----	------	------	------

Percent of classrooms connected to network

wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	126	126	12	12	12

Multimedia classrooms (percent)

Main campus	63%	89%	91%	100%	100%
Branches and locations	N/A	N/A	N/A	N/A	N/A

IT Personnel (FTE)

Main campus	29.0	26.0	25.0	26.0	26.0
Branch campuses	N/A	N/A	N/A	N/A	N/A
Dedicated to distance learning	1.5	1.5	1.5	1.5	1.5

Software systems and versions

Students	Banner Student 8.4
Finances	Banner Finance 8.5
Human Resources	Banner HR 8.5
Advancement	Raiser's Edge 7.91
Library	Voyager
Website Management	Adobe Contribute / Expression Engine
Portfolio Management	TK20
Interactive Video Conferencing	Blackboard Collaborate 4.5.3
Digital Object Management	

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Description

Library

Mission and Goals

In July 2011, the librarians reviewed and revised their mission statement to ensure its alignment with the university's mission statement as revised in 2010. The current mission is:

The Amelia V. Gallucci-Cirio Library supports the teaching and scholarship mission of Fitchburg State University by providing a dynamic and collaborative learning space, both physically and virtually. Actively developing, maintaining, and creating accessible collections with evolving services is essential to this mission.

Librarians and staff teach key information literacy skills that enable users to effectively find, manage, critically evaluate, and use information. Creating an environment that fosters intellectual curiosity and the social, cultural and professional development of students, faculty and staff is the library's goal.

The current strategic goals are:

Goal 1: The library will integrate librarians, resources and services into courses throughout the curriculum.

Goal 2: The library will transform its physical and virtual spaces to provide a vibrant and responsive educational environment and foster collaborative learning.

Goal 3: The library will continuously explore means to enhance existing and provide new services for library users in order to meet their evolving needs and expectations.

Goal 4: Student enhancement and faculty teaching skills will be improved by the utilization of technologies provided by the library.

Goal 5: Developing staff skills and competencies will be of the utmost importance.

Goal 6: Graduating students will acquire sophisticated skills in evaluating information sources.

Facilities and Staff

The Amelia V. Gallucci-Cirio Library, which occupies four floors of the centrally located, multi-purpose Hammond Building, is open 89 hours a week with extended hours at the end of each semester. It maintains the following collections: Reference, Audio/Visual, Periodicals, Microfiche, Special Collections/Archives, Children's Literature, Young Adult Literature, the General Collection, the Oversize Collection, and the Fine Arts Collection. The library also houses the Center for Teaching and Learning, the Center for Italian Culture, nineteen public access workstations throughout the library, and a 28-

workstation classroom on the third floor. The Gallucci study room on the second floor, which opened in 2007, provides conference space for up to eight people. The library has wireless connectivity throughout. Since 2004, the library has rearranged or purchased new furniture; new shades and carpets have also been added along with additional public access computers.

The library director and each of the other 5.5 librarians have MLS degrees, and there are 11.1 FTE support staff and student assistants. The Director, who reports to the Vice President for Academic Affairs, is responsible for the library's operations. Librarians head the [four library departments](#): Access Services, Technical Services, Reference Instruction and Special Collections, and Serials and Technology. The access services librarian is responsible for overseeing services for the distance learning and extended campus programs.

Funding

The library is funded by three major accounts: Trust funds, Graduate and Continuing Education, and Work-Study; it also receives smaller amounts from the Foundation and outside grants. An endowment for Italian and Western European Studies, created in 2006, provides funding for library materials and dedicated staffing for the Center for Italian Culture. The library also receives free access to databases from the Massachusetts Board of Library Commissioners and works with other Massachusetts public higher education libraries and Worcester area libraries for the joint purchase of databases.

The following table indicates total allocations and materials expenditures:

	2007	2008	2009	2010	2011
Total allocation	\$1,266,481	\$1,142,302	\$1,136,891	\$1,114,885	\$1,219,686
Material expenditure	\$388,975	\$394,591	\$430,575	\$414,689	\$434,752
Salaries	\$674,707	\$629,269	\$636,715	\$615,364	\$605,061

Collections

The library's management system is Voyager version 7.0.4. The library subscribes to OCLC, Inc., Serials Solutions, LibGuides, Backstage Library Works, and PromptCat. The staff provides electronic reserves by Docutek and digital delivery by Relais Express Plus. In addition to these electronic resources, librarians use a liaison model to develop collections, improve services, and analyze library materials. Departmental liaisons also have input into a core collection of databases and usage statistics.

The library has a strong collection development program (<http://www.fitchburgstate.edu/academics/library/policies/collection-development/>) and a detailed analysis that includes budget goals for purchasing print and the core online resources for each discipline (see document L09). As of July 1, 2011 the library housed 207,953 bar-coded volumes, 19,688 bound periodical volumes, 1,001 electronic books, 124,259 microfilm equivalents, and 2,920 audio/visual

recordings. The library has access to 413 individual serial subscriptions, 41,482 unique periodicals and 136 database subscriptions that include reference services, full-text journals, index/abstracts, curriculum guides, a streaming audio service and an art gallery (additional services and information can be found at: <http://www.fitchburgstate.edu/academics/library/>). Additional databases, including JSTOR IV-IX, full text for the Sciences and primary source documents for the History program, are being phased in between January 2012 and January 2013.

Usage

Library staff maintains a comprehensive website, catalog, 7-day-a-week reference desk service, virtual reference assistance and off-campus database access via proxy software to assist students and faculty in using information sources. The chart below suggests that online research has become increasingly significant; database research, for instance, has increased dramatically since the services were first offered.

Usage statistics	2003	2004	2005	2006	2007	2008	2009	2010
Circulation Usage	18,860	19,086	17,011	15,588	14,386	12,110	12,007	15,262
Reference	7,430	7,445	7,202	7,275	5,825	4,632	6,403	6,005
Database Usage (sess.)				40,557	45,138	81,412	108,237	130,636

Given the explosion of online sources, instruction in information literacy is also a central part of the library's work. Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. In 2010, FSU librarians conducted 116 information literacy sessions for 2,522 students. Many faculty members also incorporate information literacy in their courses to focus attention on their specific disciplines.

The library's full range of services and resources is available to students and faculty in distance learning and extended campus programs in accordance with the ACRL Standards for Distance Learning Library Services. (<http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm>). Since 2002, the number of courses offered through extended campus agencies and distance learning has significantly increased. In FY2002, there were three extended campus agencies and seven distance learning classes; in FY2010 there were three fully online programs: Masters of Nursing (Forensics), Masters of Business Administration and a BS of Nursing (RN to BSN). Beyond these, there are an additional 318 distance learning classes offered that year. Extended campus agencies with multiple sites offer as many as 965 courses over the course of an academic year.

To support students, including those in online and extended campus courses, library staff uses a live chat reference service, which is placed at a point-of-need throughout the library website and online resources. Document delivery options now include a post-to-web option. Librarians have also expanded options for library instruction and research assistance to include asynchronous tools such as Blackboard and LibGuides, and synchronous tools such as Blackboard Collaborate and Skype. In 2010, the Access Services Librarian conducted 12 extended campus orientation and instruction sessions with 262 students, assisted with 258 reference questions, scheduled 15 research appointments, and processed

requests for 313 articles and 74 books from our print collections, which were sent directly to them via email and mail.

Planning and assessment

The library has created two strategic plans since the 2002 NEASC visit, one in 2004 and the [most recent](#) in 2011. The 2004 Library self-study was submitted as part of the academic departmental review process and the outside reviewer was Dr. Susan Cirillio, then the library director of Southern Connecticut State University. Suggestions from this review were incorporated into the 2004-09 Strategic Plan and included: restoring the materials budget to 2002 levels; improving cooperation with the Information Technology(IT) staff; establishing a Library Advisory Committee; developing a faculty newsletter; establishing learning outcomes for the instruction program; exploring measures to improve use of existing space; and restoring two staff positions.

As the strategic plan developed, the Library Advisory Committee was established in 2006 and meets twice a year. The Committee continues to provide feedback and recommendations to the library director. Membership includes two students, six faculty, one librarian, and two administrators. In addition, a newsletter was begun and has since been replaced with the library blog. Several projects were completed with the IT staff, including replacement of the authentication process and installing Relais Express for interlibrary loans. IT funds the remote storage of Voyager, which is updated biweekly. The library and IT staff began working together on digitizing archival documents in fall 2011.

When the Periodicals Librarian retired in January 2009, the job description was rewritten to emphasize the expanding role of technology. A Technology/Serials Librarian was hired in March 2011.

Responding to the changing needs and study habits of the University's students, the staff has participated in architectural and space usage planning to adjust study space in the building. The plans include a [space usage report from NELINET](#) in 2004, [a preservation survey](#) in 2008, and [architectural recommendations from Beacon Associates](#) in 2008. In 2010, the first section of the library's fourth floor was made ADA compliant and modified to make use of natural light. Presently, the staff is working on a set of space utilization recommendations for the library.

The library staff's assessment projects have been designed to deal with individual services and collections. The projects have included an analysis of the ACRL Standards for Library and Services (2006); Standards for Distance Learning; and Standards for Information Literacy. The staff regularly performs individual collection analysis of services and materials for each department, which are submitted as part of each departmental review. Additionally, peer comparisons for database holdings and IPEDS data are reviewed. In 2007, the staff did an OCLC Collection analysis. The Technical Services staff conducts a rolling inventory and has begun an annual authority control check.

To address the concerns dealing with the physical space of the library \$75,000 worth of new furniture was purchased. The librarians undertook space and building planning sessions with NELINET and two architectural firms, which resulted in the rearrangement of seating and tables. Public computers were placed on a 4-year replacement cycle and student printing was added. The recently-created Gallucci Study room is heavily utilized, with a 25% increase in the number of reservations made and a 33% increase in the total number of people using the room in 2010 from the prior year. To facilitate the use of books, the staff designed specific collections dedicated to Children's Literature, Young Adult Literature and, in 2010, implemented the Oversized Collection.

Assessment projects have been designed to evaluate collections and individual services, including support for off-campus classes. These projects include a periodic analysis of the ACRL Standards for Library and Services, Distance Learning and Information Literacy as well as peer comparisons for database holdings and IPEDS data. To ensure communication with all members of the academic community, the staff conducted a 2005 student survey and faculty survey (see document L06), a 2007 [LibQual survey](#) and a 2008 [NEDCC Preservation Survey](#) of Special Collections.

Technology Department

Many instructional technology services in individual classrooms have improved over the past few years. All appropriate classrooms are now permanently mediated, containing a common setup consisting of a computer, DVD/VCR, speakers, projector and laptop connection port. There are 22 SMART board equipped classrooms across campus. The wired network infrastructure was completely replaced in 2007 and a new wireless network was installed in 2010.

Starting in 2006, the laptop initiative has extended to all students, who are required to have a laptop which meets specific requirements (<http://www.fitchburgstate.edu/offices/technology/stucomp>). Students receive free labor and warranty support for their computers and free loaner laptops if systems are not immediately repaired. In 2009, the IT website was redesigned to improve ease of use and expand self-service capabilities. The IT Department contracted with a new vendor in 2009 to provide basic call center services 24/7/365 and include the ability to remotely control a problematic computer. The walk-up helpdesk is open 6 days per week for onsite support. All full-time faculty have University-owned laptops that are refreshed on a three year cycle. Desktop systems, used by some staff and in labs, are replaced on a four-year cycle. There are 25 computer labs on campus that students use for general computing or for specific software requirements. Additionally, since 2008, all entering students are required to complete computer literacy requirements as defined by each major (<http://www.fitchburgstate.edu/academics/university-catalog/>). See Standard Four for more information about this requirement. Standard Eight contains additional information about the reorganization and changes within the University's IT Department.

Appraisal

Library

In June 2011, the University began a major renovation of the student services area of the Hammond Building. The second phase of the project (slated for 2013) will be applied to the library (<http://www.fitchburgstate.edu/offices/capital-planning-maintenance/construction-and-renovation-projects/>). It will incorporate the architectural and space usage plans and needs suggested by the NELINET Space Study, the 2008 Preservation Survey, Beacon Associates, and the ACRL Facilities Standards. The inadequate and outdated library environmental controls, HVAC and lighting will be replaced; study rooms will be added; student seating/public areas will be expanded; and the various areas that are not ADA compliant (stairwells, 4th floor shelving ranges, rest rooms, etc.) will be corrected.

These facilities improvements are significant but funding priorities have had an impact on staffing levels and collection development as the library staff must meet on-campus demands along with the need for 24/7 online support. Since 2002 through 2011, the library's hours have fluctuated from a low of 84.25 hours to the present 89 hours per week while consistently providing 72 hours of onsite reference and research assistance. The library began FY2011 with 6.5 librarians, including the library director, and 7.7 support staff. Student workers (3.9 FTE) are used primarily to staff the circulation desk, assist with maintaining the stacks and other office work.

Further, the library has experienced high staff turnover: 9 librarians, 5 full-time library assistants, and 14 part-time assistants have been hired over this time. Because of the fluctuating staffing levels, librarians have focused mostly on day-to-day implementation and coordination of services. In fall 2011, a reference librarian search is being conducted that will bring the number of librarians to 7.5, which is closer to state peers although still below national peers.

In 2007, the LibQual survey was conducted with undergraduates, graduate students, faculty, and staff. Results in all areas (information control, staffing, and library as a place) exceeded the minimum. All areas were found to adequately meet the needs of the users. Positive comments (a difference of .26-.37 between the desired and the perceived gap), as highlighted from the LibQual survey, were received for: the staff's caring, understanding nature; courtesy; providing individual attention; the staff's readiness and willingness to help; staff knowledge, dedication, and dependability.

The major concerns (a difference of .40-.77 between the desired and perceived gap and none exceeded .77) were: to make materials more easily accessible from off campus; to allow patrons to locate information on their own by providing an easy to use web site and access tools; to provide newer equipment; to add more print and electronic journals; and to provide quiet study space that would inspire learning. To this end, the library staff replaced the authentication process for databases with EZProxy and added electronic reserves. The library added electronic versions of existing subscriptions, full-text journal databases, journal aggregators, and began a subscription to Serials Solutions to electronically link the journals to the indexes/abstracts. The catalog entries for books were enhanced with additional information and qualifiers to aid in searching.

Assessing, planning and developing distance learning and extended campus services have not been given as much time as the increased demand requires. There have also been inconsistencies in the development of assessment measures for information literacy. Services to distance learning and extended campus programs meet the ACRL standards in all areas except [assessment](#) and [staffing](#). The analysis indicates that there is good, consistent quantitative assessment of usage of the services but there also needs to be additional outcome measurements for use in planning and assessment.

In 2010, materials expenditures were \$414,691. In the 2008 IPEDS peer comparison the library ranked at or near the bottom in materials expenditures for books, serials and other materials, as shown below:

2008 Comparison	FSU	National Peers	State Peers
Materials Expenditures (avg)	\$ 394,118.00	\$ 772,866.00	\$ 543,305.00

Despite these numbers, Fitchburg State library circulation and reserve transactions per FTE student are on a par with the national peer institutions. The combined circulation and reserves transactions are 7% above the state university's average.

The library was below national and state averages at the 2008 level but has since significantly increased information literacy sessions. These sessions are tailored to the appropriate academic level of each course. The 2011 statistics were 93 undergraduate courses and 16 graduate. The 2012 projections are 106 undergraduate and 20 graduate classes. Given that both faculty and librarians focus on information literacy, greater collaboration needs to be explored.

2008 Comparison	FSU	National Peers	State Peers
Number of sessions	82	165	132
Students	2,687	3,169	2,950

Overall, the 2011 NEASC survey revealed that over 90% of faculty and students are either “somewhat satisfied” or “very satisfied” with the library’s resources, both print and electronic, and opportunities to develop library skills. In the same survey, 85% of respondents indicated that the library space fosters an environment conducive to study and learning. This is a positive reinforcement of the changes the staff have made in the seating arrangements and the opening of the study room.

The high levels of satisfaction reflected in NEASC survey are indicative of the librarians’ efforts in collection development and academic department liaison outreach. Liaison activities include direct work with faculty, assessment of materials and resources, and development of programs and opportunities that support the discipline.

Technology Department

In recent years, the University has focused on upgrading the technology infrastructure on campus, budgeting \$2.9M in FY’06 to \$4.5M in FY’10. In 2010, the IT department’s budget was 6.25% of total revenue, well above Gartner’s suggested average metric of 4.5%. Nonetheless, as the chart below illustrates, managing increased demand for services in the recent poor economy has been challenging for the IT department just as it has for the library:

	Fiscal Year					
	2006	2007	2008	2009	2010	2011
# of staff	28	27.5	27	26	26	27
# of systems supported	1100	2100	3100	4200	5200	6170
# of computers per IT staff	39.3	76.4	114.8	161.5	200	229

Currently the 26 members of the IT staff maintain systems and also assist faculty, staff and students. Gartner’s 2010 metrics suggest that the current level of staffing is enough only to support faculty and staff. However, the use of an outsourced call center and student workers helps offset the number of employees needed for daily operations. Currently there are no resources dedicated to training faculty to integrate and use new pedagogical technologies.

The IT Department has developed several ways to communicate with the University community, including a carefully-considered analysis of the annual survey, which is given to all its customers (see

document IT02). For example, the 2009 survey revealed that an increased wireless presence was overwhelmingly requested. As a result, special funds were obtained from the President and the wireless system was replaced (<http://www.fitchburgstate.edu/offices/technology/wireless>). Also, each helpdesk ticket is followed up with a feedback form and the results are examined as part of a [dashboard of metrics](#).

In addition, the [Technology Advisory Committee](#) (comprised of IT, staff, faculty, and student representatives) provides high-level feedback and is the primary conduit of new educational technology. The Student Government Association annually appoints a student liaison with IT. Faculty, students and the CIO often meet to discuss updates on new technology as well as issues that arise in the classroom; this includes “Talk with the CIO”, an annual faculty session hosted by the Center for Teaching and Learning.

Finally, IT personnel are encouraged to attend training programs, and the department offers training to new users, training-upon-request, and free classes to faculty, staff and students on a variety of technology topics throughout the year.

Projection

During the 2012-13 academic year, a committee consisting of administrators, faculty, students and librarians will investigate and engage in a discussion of how we presently integrate information literacy instruction in academic and professional disciplines’ curriculum and explore changes as needed to adopt a common framework.

In order to meet the ACRL standards, better assessment tools will be implemented to provide more consistent assessing of services and resources. Beginning in 2013, the library, in conjunction with the Director of Assessment, will conduct bi-annual assessment measures to evaluate current collections and library services to gauge patron satisfaction and target future materials and services that will enhance and adapt to changes in information needs.

Information Technology will work with the Center for Teaching and Learning to host an on-campus annual technology event for faculty dedicated to reducing adoption time for new technology in teaching and learning. This conference should be held first in summer 2012.

Institutional Effectiveness

The library uses its strategic plan and annual report to improve and increase the effectiveness of its services and resources. The library recognizes that more systematic assessment and evaluation is needed and has incorporated this in the projections above. The IT department's Strategic plan lists its goals and updates the University community on these accomplishments. In addition, IT regularly evaluates its effectiveness through campus-wide surveys, help desk feedback, as well as through the Technology Advisory Committee.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	47	992
Other U.S. locations		
International locations		

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Revenue (\$000)					
Capital appropriations (public institutions)	\$497,822	\$0	\$140,046	\$1,851,554	\$0
Operating budget	\$8,634,231	\$3,860,231	\$7,598,862	\$5,950,000	\$5,950,000
Gifts and grants	\$325,351	\$1,683,802	\$5,319,402	\$21,000,000	\$21,000,000
Debt	\$292,862	\$499,938	\$2,898,635	\$18,408,365	\$0
TOTAL	\$9,750,266	\$6,043,971	\$15,956,945	\$47,209,919	\$26,950,000
Expenditures (\$000)					
New Construction	\$2,748,441	\$1,583,427	\$5,109,107	\$21,000,000	\$21,000,000
Renovations, maintenance and equipment	\$6,394,974	\$3,511,655	\$9,542,093	\$25,259,919	\$5,000,000
Technology	\$606,851	\$948,889	\$1,305,745	\$950,000	\$950,000
TOTAL	\$9,750,266	\$6,043,971	\$15,956,945	\$47,209,919	\$26,950,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	87	1	88
Laboratory	88		88
Office	128		128
Study	57		57
Special	114		114
General	123		123
Support	73		73
Residential	319		319
Other	2		2

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)		Cost (000)	Year
Recreation Center	Recreation/Athletics	49.4	built	9645	2000
Elliott Athletic Facility	Athletics	2.96	built	5838	2006
Service Center	Campus Services	105.33 (gsf)	purchase/renovation	3345	2006-2010
Mazzaferro Center	Alumni/Development	3.6	purchase/renovation	1209	2008
Civic Center	Athletics		long-term lease/renovation	2830	2008
Campus Police	Security	2.12	built	1635	2009
Mara Village 8	Student Housing	44	built	19433	2009
155 North Street	Academic Offices	2.01	built	1842	2010

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year
Condike Science Addition	Science Classrooms, Labs	57		\$39,500	2013

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$ or more

Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year
Anthony Student Service Building	Administrative Offices	13616		\$3,442	2008-2010
Thompson Hall	Faculty/Academic Offices - Nursing	2760		\$735	2008
Thompson Hall	Nursing Lab			\$413	2006
Edgerly Hall	Faculty/Academic Offices - Math/Computer Science	5060		\$1,583	2003, 2010
Holmes Hall	Dining Renovation, Accessibility	26237		\$7,437	2006
Percival Hall	Behavioral Science Labs			\$830	2008
Conlon IA	Administrative Offices - IT	8813		\$1,535	2008
Russell Towers	Student Housing			\$11,257	2002-2006
Russell Towers	Wellness Center			\$413	2010
Faculty/Academic Offices				\$187	2007-2010
Miller Hall	Faculty/Academic Offices - 3rd			\$1,221	2011

Classroom Upgrades
Infrastructure/Envelope
Residence Hall Renovations/Upgrades
Security Improvements
Parking Lot/Landscape
Student Services
Administrative Space

floor

\$2,011	2000-2011
\$7,432	2000-2011
\$15,004	2000-2011
\$1,472	2009
\$6,136	2000-2011
\$3,391	2009, 2011
\$1,091	2002-2007,2011

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Hammond	New Entry, Accessibility, Student Service Areas	52	\$21,000	2011-12
Condike Science Renovation	Renovate Existing Science Building	43	\$17,500	2013
Miller Hall	Faculty/Academic Offices		\$1,500	2012
Various	Classroom Upgrades		\$1,500	2012-2017
Aubuchon Hall	MEP/Bathroom/Common Area Upgrades		\$10,000	2012-2013

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Description

Physical Resources

The Fitchburg State University campus combines the historic charm of a small New England college with the demands of an aging physical plant; more than 60% of the campus buildings are at least 50 years old and six buildings are over 100 years old. To manage these demands in the current economic climate, the University is directed by three planning documents; the first two are local, the mission-driven strategic plans of 2004-09 and 2009-2014.

(<http://www.fitchburgstate.edu/offices/administration/presidents-office/strategic-plan-2009-2014/>).

The third, [Master Planning for State and Community Colleges](#) – Fitchburg State University, was created in October 2008 by the Massachusetts Division of Capital Asset Management and reflects the dependence on tax revenue and the changing political climate.

Planning for and funding of new construction, renovation, and maintenance is a challenging endeavor, often requiring a combination of state and local sources. The University has contributed over 27.5 million in trust fund resources to supplement state and federal funding, while smaller projects are prioritized by the President and approved by the Board of Trustees as part of the University's annual budget process.

Nonetheless, since the last NEASC visit, the campus has undergone significant construction and renovation. Capital renewal projects totaling nearly \$50 million have been completed and \$75 million in capital projects are beginning or are in progress. Currently, construction is underway on a \$57 million science complex, the new wing of which will open in June 2014. This complex will include the first new academic building constructed on campus since the Conlon complex was built in 1975. When the new laboratory building is complete, renovation of the existing Condike building will house all the natural science programs under one roof. There will also be modernized laboratories, classrooms, and office spaces, a collaborative space, and a new elevator.

Renovation projects on campus have focused on strengthening the student experience and improving administrative functioning. Aubuchon and Russell Towers, two student dormitories, have been upgraded and there is a new wellness center. A new 104 bed dormitory, Mara 8, was finished in 2009, Holmes Dining Hall has improved accessibility, and the Elliott Field and Athletic Complex has also been completed. The Anthony Building, once a former warehouse, is now a one-stop facility for all student support services, including Admissions, Financial Aid, Student Accounts, Registrar, One-Card Office and Graduate and Continuing Education. (See document C09 for an itemized list of completed projects). Three historic buildings on campus have been or are being renovated with an eye to Fitchburg State's history and the demands of twenty-first century student learning. The original campus building, Thompson Hall still retains much of its original architecture and also contains state of the art teaching labs and offices for nursing faculty. Edgerly, the original practice school, houses new offices for Mathematics. Currently, the original dormitory, Miller Hall, home to Economics, History, Political Science, and English faculty, is under renovation. A \$45 million [improvement to the Hammond Campus Center](#) and Library is also in progress. This change will include a more accessible entrance oriented toward the south-facing campus gateway. Education, Business Administration, and Industrial Technology have renovated offices and teaching/research space in other, less historic buildings.

Given the age of our physical plant, it is unsurprising that maintenance is a campus priority. A new standardized work order system has helped the Capital Planning and Maintenance (CPM) Department to transition from a reactive to a customer-based model, and made prioritizing needs and identifying ongoing concerns easier. CPM has 91 staff members who are charged with the daily maintenance and operation of the campus buildings and grounds and the operation of a central steam utility plant. These staff members manage and maintain nearly 1,000,000 gross square-footage (GSF) of academic, student and support space, 450,000 GSF of student housing, and nearly 221 acres of land (<http://www.fitchburgstate.edu/uploads/files/Directions/Campus2DMap.pdf>). Where specialized training and expertise is required, the University uses contracted services.

In response to the 2009-2014 strategic plan's commitment to increase "green initiatives and reduce overall consumption of energy and natural resources by the campus," Fitchburg State became a signatory to the American College and University President's Climate Commitment in September 2007 (<http://www.presidentsclimatecommitment.org/>) which will help establish a comprehensive approach to environmental issues. The main power plant and McKay power plants switched to dual-fuel, contributing to an approximate 10% reduction of campus greenhouse gas emissions. Planning and design of campus construction and renovation projects also reflect this concern with sustainability efforts being incorporated into the design and construction. The first LEED Silver Certified building on campus has been completed and a building with academic offices has a geothermal heating and cooling system. New and renovated parking lots are designed to minimize environmental impact. The first campus renewable energy project, the installation of photovoltaic panels on the Sanders Administration Building and the Anthony Student Services building is planned. CPM has also adopted many green cleaning products and a single-stream recycling program.

Along with this concern with sustainability, the University has worked on its own and with the larger community to improve the overall campus environment. Much of this effort has focused on the North Street Corridor, the "Gateway to the University." New lighting and crosswalks have been installed on North Street and the North Street parking lot was renovated. Other efforts, funded by the University Foundation in conjunction with the state and the city of Fitchburg brought even more significant changes. The once blighted urban area has been transformed from a rundown series of privately owned apartments mixed with vacant lots to home for several University owned buildings. These buildings include offices for Exercise and Sports Science faculty, a small guest house, additional student housing, and a new, more accessible University Police Station. In conjunction with the Fitchburg Redevelopment Authority and the city of Fitchburg, the University Foundation purchased a key property at the intersection of Main and North Street and relocated the Center for Professional Studies to the Intermodal Station at the same corner. Private business added a new restaurant and renovated an existing Dunkin Donuts store; a convenience store is also under construction and there is discussion about the development of private student housing. These efforts have made Fitchburg State a leading partner with regional businesses and community organizations.

Relocating the Campus Police Office to North Street has contributed to a 79% [decrease in crime](#) on the street over the past five years. There have been other upgrades to campus safety and security. Several are combined efforts between the departments of Capital Planning and Maintenance and Information Technology. The emergency blue phone system and emergency broadcast system have been upgraded, and there are now 1,850 electronic locks in use. Lighting on campus has been improved, and 58 surveillance cameras monitor parking lots, loading docks, and entrances.

The current Strategic Plan also calls for the reduction in the need for additional parking. The University has assessed parking conditions, user habits and potential improvements in the parking situation twice over the past years, [the latest in 2008](#). To manage demand, the University acquired the Wallace Civic Center, securing its 400 space parking lots. There are also new restrictions on freshmen parking, two new lots, and new and expanded shuttle and bus services for the campus community.

Technological Resources

The Information Technology Department manages and maintains all University-owned computer systems, applications and servers, as well as all networking and telephone systems, and associated support services (see <http://www.fitchburgstate.edu/offices/technology/>) In keeping with its vision to be a “recognized center of excellence which advances teaching, learning and innovation,” IT annually develops its own strategic plan using input from the Technology Advisory Committee, [feedback from its annual survey](#), and key system “healthchecks” by vendors.

Service demands have expanded since 2002, and there have been significant changes to the structure of technology services. In 2005, personnel were reorganized into a unified department responsible for all technology services under a Chief Information Officer, a position created the same year. In 2006, a student fee was dedicated to the regular replacement of computers and infrastructure. In 2008, all IT personnel were moved to new offices in a single, unified space and a new primary datacenter was constructed. A secondary datacenter was completed in 2010.

The [IT staff](#) is comprised of 26 staff members in the following offices: Chief Information Office, CIO and Business Manager, who are responsible for operations; Information Security, two staff members are responsible for the University’s electronic data security, antivirus and data backup systems; OneCard, two individuals dedicated to the OneCard program and software maintenance and upgrade of electronic locks on campus; Networking and Telecom, three individuals dedicated to the design and maintenance of our network and phone systems on campus; User Services, seven staff members who provide workstation and desktop application support for all users on campus and are supplemented with student help; and Core Services, eight staff members who provide support for servers, major applications and web systems, including the portal and main University web pages. User and Core services are overseen by the Director of IT. Networking, Telecom and the OneCard office are overseen by the Director of Auxiliary Services.

The diversity of computer systems makes it possible for faculty and administrators to plan, manage, and assess programs and services. The Banner ERP system aids in academic advising and budget planning, TK20 and Blackboard assists with student assessment and our SAP Business Objects server produces ad-hoc and structured reports on nearly any items captured within one of the campus databases.

CPM has also improved service by implementing several new web-based software programs which incorporate end user access, among them an inventory tracking system, a space management system, and centralized scheduling software. This last will be used to develop a master calendar for the campus and will automatically update the University website.

Data security has also been strengthened. The Information Security Officer, a position created in 2008, performs annual audits and penetration testing to ensure data is protected. All credit card and financial processing data are on a separate logical network, and an Intrusion Prevention System and Data Loss Prevention system to safeguard protected information has been implemented. The University conforms

to federal and state guidelines for network usage and access. (see <http://www.fitchburgstate.edu/offices/technology/policies>). Fitchburg State University blocks peer-to-peer file sharing at the firewall level and uses data-loss protection to keep protected information from being transmitted in plain text across the internet.

Appraisal

Physical Resources

Fitchburg State University's attention to its physical resources is very visible. Of the 48 serviceable buildings on campus, 7 have been built or acquired during the past five years. The [Rickes Associates Utilization Study](#) completed in August 2008 identified one major inadequate area, the need for specialized lab space within the natural sciences. The new science complex will solve this problem. There has also been a robust commitment to technology since the last NEASC report. These positive changes are included in the Description section of this document and in Standard 7.

The total capital budget has increased significantly over the past decade, but the state's contribution for [deferred maintenance funding](#) is very erratic, ranging from a high of \$2 million one year to none for several years over the past decade. This lack of consistent and predictable state funding makes the development of a long-term capital program difficult, especially in the area of modernizing and deferred maintenance. The University currently has more than \$105,000,000 in [identified capital renewal needs](#). Without adequate forecasting, even projects funded locally are difficult to plan, and entire buildings or areas may not be renovated at one time.

To offset erratic state funding, the University's Board of Trustees has consistently and increasingly stepped in to support the capital program, allowing for a more systematic, long-term planning approach. For example, local investments allowed the University to self-fund the necessary certification study for the \$57 million science building project, enabling Fitchburg State to be one of only four institutions given state approval to proceed with a major capital project. Most recently, the self-funded master plan study of the Hammond Campus Center was a key factor, which allowed us to be one of two institutions to secure low interest bonds through Massachusetts State College Building Authority (MSCBA). University funds have paid for the design and construction of a number of deferred maintenance projects, such as roof and other exterior envelope replacement designs.

The [Sightlines review](#) and the [Rickes Space Utilization Study](#) indicated that the University has sufficient capacity to fulfill its mission. However, the University is challenged to use these facilities more efficiently. Resources are stretched during the peak period of Monday through Thursday, 10am to 2pm, while at other times, particularly late afternoon and Fridays, spaces are underutilized. In addition, many of the spaces are outdated, especially specialized instructional space, and the University has committed to renovating 3-6 classrooms each year.

Deferring maintenance has caused staff to spend more time reacting to emergencies than being proactive. Most of the maintenance staff are generalists, able to address the immediate needs of the older plant; however, they lack the skill sets needed to maintain the new technologies being implemented on campus. Also, each trades maintenance staff member is covering the equivalent of 100,000 GSF, considerably more than our peer average of 71,016 GSF which does not allow for as much preventative maintenance as would be desirable.

While custodial operations are staffed similarly to our peers, each staff member is responsible for approximately 30,000 GSF. This level of staffing allows only for providing Level 4 – Moderate Dinginess [Indicators of cleanliness](#) per the Association of Higher Education Facilities Officers' Five Levels of Cleanliness. Efforts have been made to improve the level of cleanliness by removing unrelated tasks from their duties and by providing them with new equipment; however, improving to Level 3 – Causal Inattention Indicators -- would require additional resources.

Technological Resources

The extent of the University's commitment to making its electronic environment conducive to teaching and learning is evident. The wired network infrastructure was completely replaced in 2007 and a new wireless network was installed in 2010. Over 98% of classrooms are now permanently mediated, containing a common setup consisting of a computer, DVD/VCR, speakers, projector and laptop display port. Additionally, there are 22 SMARTboard-equipped classrooms across campus. The University is committed to universal access and worked with the DCAM to complete an [ADA Transition Plan](#) in 2008. There are some classrooms with special accommodations for disabled students; and as this technology matures and is needed, it will be implemented on an appropriate basis. All full-time faculty have University-owned laptops that are refreshed on a three-year cycle. Desktop systems, used by some staff and in labs, are replaced on a four-year cycle. There are 25 computer labs on campus that students use for general computing or for specific software requirements. In 2009, the IT website was redesigned to improve ease of use and expand self-service capabilities. The department contracted with a new vendor in 2009 to provide basic call center services 24/7/365 to include the ability to remotely control a problematic computer. The walk-up helpdesk is open 6 days per week for on-site support.

Projection

With the completion of nearly 100,000 square feet of new space by mid-2014 the Vice President for Finance and Administration, the Chief Operating Officer and the Assistant Vice President of Human Resources will complete a staffing analysis to determine appropriate staffing patterns and review equipment and training required to support the expanding and increased sophistication of the physical plant. Recommendations will be made to the President by June 2013.

As funding allows, expand new teaching technologies into appropriate classrooms and shared study areas. The Technology Advisory Committee, in collaboration with the CIO, will annually select and prioritize locations and new capabilities for adoption throughout the campus as these technologies become available.

The university remains committed to reducing our carbon footprint through on-going participation and implementation of the ACUPCC President Climate Commitment and Executive Order 484 with a 10% reduction by FY15. This will be overseen by the Chief Operating Officer.

Institutional Effectiveness

Fitchburg State University's Strategic Plan, the Master Plan and the IT Strategic Plan demonstrate its commitment to achieving its mission while doing so in a conservative and planned way. The University

regularly benchmarks its performance against these goals and adjusts as needed to meet the changing physical, financial and electronic needs. Capital Planning and Maintenance also participates annually in the Sightlines ROPA (Return-on-Physical-Assets) Benchmarking and Analysis that allows us to understand our physical assets to a similar degree as our finances. It helps direct change on campus through setting goals, spending targets and applying facility management best practices against four key aspects: annual stewardship, asset reinvestment, operating effectiveness and service. Housing and Residential Services participates in the annual Educational Benchmarking Inc., EBI Survey that captures the satisfaction level of resident students on a wide array of topics including operations and conditions of the residence halls.

STANDARD NINE: FINANCIAL RESOURCES

(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06/30)		2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Most Recent Year (FY 2011)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	\$9,198,369	\$19,210,153	\$23,657,017	108.8%	23.1%
?	CASH HELD BY STATE TREASURER	\$2,295,349	\$677,078	\$1,558,468	-70.5%	130.2%
?	DEPOSITS HELD BY STATE TREASURER	\$726,698	\$864,179	\$1,044,749	18.9%	20.9%
?	ACCOUNTS RECEIVABLE, NET	\$1,653,475	\$2,074,948	\$3,454,479	25.5%	66.5%
?	CONTRIBUTIONS RECEIVABLE, NET	\$0	\$0	\$0	-	-
?	INVENTORY AND PREPAID EXPENSES	\$709,127	\$479,614	\$264,935	-32.4%	-44.8%
?	LONG-TERM INVESTMENTS	\$11,311,589	\$11,081,948	\$11,842,410	-2.0%	6.9%
?	LOANS TO STUDENTS	\$1,899,653	\$1,923,956	\$1,941,771	1.3%	0.9%
?	FUNDS HELD UNDER BOND AGREEMENT	\$1,152,323	\$1,138,980	\$15,425,432	-1.2%	1254.3%
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$53,815,646	\$55,386,250	\$66,192,103	2.9%	19.5%
?	OTHER ASSETS			\$186,107	-	-
	TOTAL ASSETS	\$82,762,229	\$92,837,106	\$125,567,471	12.2%	35.3%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$8,582,054	\$10,100,572	\$12,638,962	17.7%	25.1%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$2,462,799	\$2,181,587	\$4,263,944	-11.4%	95.5%
?	DUE TO STATE	\$73,819	\$76,408	\$95,137	3.5%	24.5%
?	DUE TO AFFILIATES	\$0	\$0	\$0	-	-

?	ANNUITY AND LIFE INCOME OBLIGATIONS	\$0	\$0	\$0	-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$438,633	\$505,871	\$441,167	15.3%	-12.8%
?	LONG TERM DEBT	\$13,115,199	\$11,161,426	\$26,098,215	-14.9%	133.8%
?	REFUNDABLE GOVERNMENT ADVANCES	\$1,833,747	\$1,851,713	\$1,882,087	1.0%	1.6%
?	OTHER LONG-TERM LIABILITIES	\$17,875	\$17,965	\$17,993	0.5%	0.2%
	TOTAL LIABILITIES	\$26,524,126	\$25,895,542	\$45,437,505	-2.4%	75.5%
	NET ASSETS					
	INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT	\$39,530,560	\$40,791,020	\$44,551,543	3.2%	9.2%
	RESTRICTED:					
	NONEXPENDABLE					
	SCHOLARSHIPS & FELLOWSHIPS	\$437,045	\$470,158	\$458,004	7.6%	-2.6%
	EXPENDABLE					
	SCHOLARSHIPS & FELLOWSHIPS	\$326,819	\$372,040	\$428,682	13.8%	15.2%
	LOANS	\$250,214	\$252,226	\$256,995	0.8%	1.9%
	CAPITAL PROJECTS	\$1,140,903	\$3,589,443	\$8,857,161	214.6%	146.8%
	DEBT SERVICE	\$4,796,560	\$4,188,550	\$3,501,000	-12.7%	-16.4%
	OTHER	\$930	\$930	\$930	0.0%	0.0%
	UNRESTRICTED NET ASSETS				-	-
	INSTITUTIONAL	\$9,755,072	\$17,277,197	\$22,075,651	77.1%	27.8%
?	FOUNDATION				-	-
	TOTAL	\$9,755,072	\$17,277,197	\$22,075,651	77.1%	27.8%

		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	\$0	\$0	\$0	-	-
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL				-	-
	?	FOUNDATION				-	-
		TOTAL	\$0	\$0	\$0	-	-
		TOTAL NET ASSETS	\$56,238,103	\$66,941,564	\$80,129,966	19.0%	19.7%
		TOTAL LIABILITIES AND NET ASSETS	\$82,762,229	\$92,837,106	\$125,567,471	12.2%	35.3%

PLEASE NOTE:

- (A) Per instructions, rows have been added to present net asset categories required under Government Accounting Standards
- (B) Under Government Accounting Standards, Foundations are reported as component units, discretely presented in the financial statements. As such information relative to the Fitchburg State University Foundation is not included in the amounts above.

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (06/30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
	OPERATING REVENUES					
?	TUITION & FEES	\$30,715,018	\$33,929,222	\$36,363,200	\$38,000,000	\$38,900,000
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	(\$3,977,729)	(\$5,557,180)	(\$6,377,904)	(\$6,644,117)	(\$6,920,000)
	NET STUDENT FEES	\$26,737,289	\$28,372,042	\$29,985,296	\$31,355,883	\$31,980,000
?	GOVERNMENT GRANTS & CONTRACTS	\$4,296,200	\$12,467,555	\$9,469,200	\$6,814,835	\$7,100,000
?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$187,092	\$312,022	\$244,867	\$300,000	\$300,000
?	OTHER AUXILIARY ENTERPRISES	\$6,467,184	\$8,046,782	\$8,042,922	\$8,300,000	\$8,450,000
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify): Sales & Service	\$1,420,784	\$1,416,538	\$1,457,855	\$1,450,000	\$1,450,000
	OTHER REVENUE (specify): Commissions, Miscellaneous	\$677,574	\$680,069	\$712,028	\$725,000	\$725,000
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$39,786,123	\$51,295,008	\$49,912,168	\$48,945,718	\$50,005,000

OPERATING EXPENSES						
?	INSTRUCTION	\$25,010,246	\$25,682,331	\$27,138,609	\$28,495,500	\$29,920,000
?	RESEARCH	\$99,265	\$106,458	\$68,156	\$112,000	\$70,000
?	PUBLIC SERVICE	\$390,127	\$409,901	\$456,372	\$589,000	\$589,000
?	ACADEMIC SUPPORT	\$4,538,538	\$4,361,103	\$4,806,942	\$4,951,000	\$5,099,500
?	STUDENT SERVICES	\$7,299,258	\$7,445,019	\$8,030,813	\$8,271,700	\$8,519,800
?	INSTITUTIONAL SUPPORT	\$6,464,395	\$5,988,283	\$6,767,632	\$6,970,600	\$7,179,700
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$11,306,190	\$10,818,202	\$10,881,270	\$11,425,000	\$11,996,250
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$1,456,842	\$1,608,419	\$1,618,980	\$1,661,029	\$1,729,600
?	AUXILIARY ENTERPRISES	\$6,200,539	\$7,411,777	\$8,048,914	\$8,400,000	\$8,400,000
?	DEPRECIATION (if not allocated)	\$3,556,875	\$4,010,435	\$4,241,022	\$5,000,000	\$5,000,000
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$66,322,275	\$67,841,928	\$72,058,710	\$75,875,829	\$78,503,850
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$26,536,152)	(\$16,546,920)	(\$22,146,542)	(\$26,930,111)	(\$28,498,850)
NON OPERATING REVENUES						
?	STATE APPROPRIATIONS (NET)	\$29,415,783	\$24,622,349	\$29,332,885	\$30,742,618	\$30,750,000
?	INVESTMENT RETURN	(\$179,315)	\$1,327,820	\$1,122,931	\$1,000,000	\$1,000,000
?	INTEREST EXPENSE (public institutions)	(\$545,680)	(\$384,861)	(\$583,060)	(\$1,071,381)	(\$1,140,340)
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$200	\$1,271	\$2,740	\$1,000	\$1,000
?	OTHER (specify):					

	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$28,690,988	\$25,566,579	\$29,875,496	\$30,672,237	\$30,610,660
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$2,154,836	\$9,019,659	\$7,728,954	\$3,742,126	\$2,111,810
?	CAPITAL APPROPRIATIONS (public institutions)	\$497,822	\$0	\$140,046	\$1,851,554	
?	OTHER - Capital Grants	\$325,351	\$1,683,802	\$5,319,402	\$21,000,000	\$21,000,000
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,978,009	\$10,703,461	\$13,188,402	\$26,593,680	\$23,111,810

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
	DEBT					
	BEGINNING BALANCE	\$14,258,564	\$13,115,199	\$11,161,426	\$26,098,215	\$32,621,502
	ADDITIONS	\$292,862	\$499,938	\$15,935,656	\$7,630,000	
	? REDUCTIONS	(\$1,436,227)	(\$2,453,711)	(\$998,867)	(\$1,106,713)	(\$1,474,699)
	ENDING BALANCE	\$13,115,199	\$11,161,426	\$26,098,215	\$32,621,502	\$31,146,803
	INTEREST PAID DURING FISCAL YEAR	\$567,711	\$401,194	\$507,920	\$1,071,381	\$1,140,340
	CURRENT PORTION	\$1,557,731	\$977,168	\$1,313,013	\$1,449,926	\$1,491,942
	BOND RATING	AA	AA	AA	AA	AA
	DEBT COVENANTS (PLEASE DESCRIBE):					
	<p>Bonds are paid solely from dedicated student fees, the rate of which is to be sufficient to pay the annual debt service.</p> <p>Please note:</p> <p>Bond rating is that of the Commonwealth of Massachusetts which is the issuer of the debt. The University is not individually rated.</p>					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
	NET ASSETS					
	NET ASSETS BEGINNING OF YEAR	\$53,260,094	\$56,238,103	\$66,941,564	\$80,129,966	\$106,723,574
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,978,009	\$10,703,461	\$13,188,402	\$26,593,608	\$23,111,810
	NET ASSETS END OF YEAR	\$56,238,103	\$66,941,564	\$80,129,966	\$106,723,574	\$129,835,384
	FINANCIAL AID					
	SOURCE OF FUNDS					
	UNRESTRICTED INSTITUTIONAL	\$2,395,530	\$152,202	\$2,752,769	\$2,795,746	\$2,840,000
	FEDERAL, STATE & PRIVATE GRANTS	\$3,033,059	\$7,006,058	\$5,235,173	\$5,500,000	\$5,800,000
	RESTRICTED FUNDS	\$5,982	\$7,339	\$8,942	\$9,400	\$9,600
	TOTAL	\$5,434,571	\$7,165,599	\$7,996,884	\$8,305,146	\$8,649,600
	% DISCOUNT OF TUITION & FEES	73.2%	77.6%	79.8%	80.0%	80.0%
2	% UNRESTRICTED DISCOUNT	60.2%	2.7%	43.1%	45.0%	45.0%
	PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
	Spending is based on current year appropriation and projected revenue.					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Description

Fitchburg State University's strong financial leadership has allowed the institution to balance current operating needs with long-range planning and investment that will ensure the long-term viability of the University. The University continues to experience positive results from operations, and the financial position of the University remains strong. Operating activities have produced [surpluses](#) in each of the last ten fiscal periods, while the University has seen an increase in net assets from \$29.5 million in 2001 to \$67 million in 2010.

The University receives funds as appropriated by the state legislature and approved by the governor on an annual basis. Since 2004, the Commonwealth has utilized a comprehensive budget formula for the state universities. The formula was developed collaboratively by the Board of Higher Education and the universities to determine total resource requirements and the appropriate allocation of state support to individual institutions. The formula reflects targets based on national standards and peer comparisons, as well as policy goals articulated by the Board of Higher Education.

Non-appropriated funds (often referred to as trust funds) play an ever-increasing role in financing the educational needs of our students. Trust fund revenues augment state appropriations in order to sufficiently fund University operations. Massachusetts General Laws give statutory authority to the Board of Higher Education and institutional Boards of Trustees to establish and administer local trust funds for campus projects, programs and activities. The most significant of the trust fund revenue streams is tuition and fee revenue which amounts to approximately 37% of total revenue (see document FT01) and does not include day tuition reverted to the Commonwealth. Included in this revenue stream are funds generated by Graduate and Continuing Education (GCE), which is a self-funded operation administered by the University. The revenue is unrestricted and supports GCE programs, as well as, general University operations, including academic, administrative and student services, and facilities. Tuition and fee rates are evaluated annually to ensure that the institution can fund its operating needs while maintaining the public's access to higher education. Annual fee increases in recent years have helped bridge the gap between reduced appropriations, increased costs, and increased demand for services due to expanding enrollments.

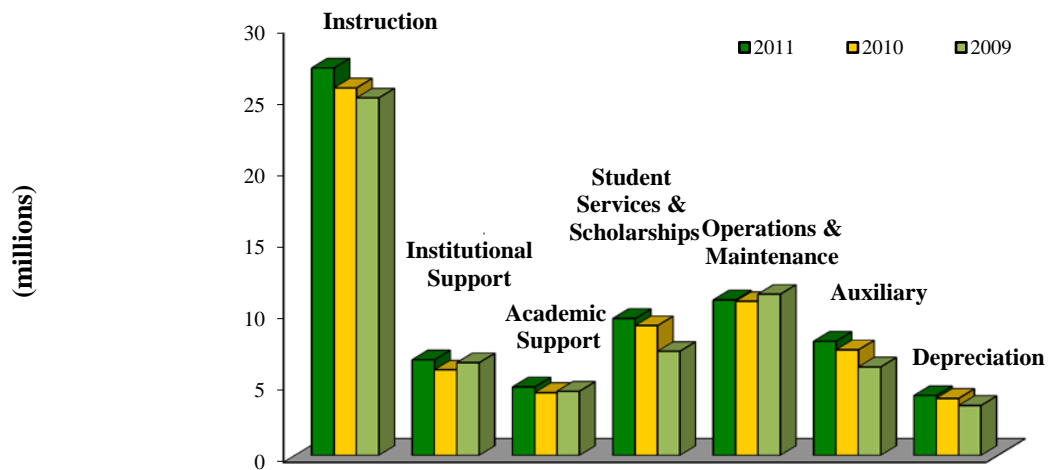
Other revenue streams include federal, state and private grants which amounted to 8% of total revenue. Auxiliary revenue represents revenue received from the operations of the University's residence halls and amounted to 10% of total revenue in fiscal 2010. The University also received \$6.7 million as a result of *The American Recovery and Reinvestment Act of 2009* (ARRA). ARRA (<http://www.recovery.gov>) funds were used primarily to support faculty payroll, scholarships and debt service. University funding can be unrestricted to their purpose and use but can also be restricted by Federal and state legislation and by other external entities such as granting agencies and donors. Unrestricted funds come primarily from student fees and support the operating budgets of the University.

Another significant source of support comes from fundraising. The Fitchburg State University Foundation, Inc. was established in 1978 to raise and manage private gifts on behalf of the University. The Foundation is an independent 501 (c) (3) nonprofit corporation as defined by the Internal Revenue Service and is governed by its own Board of Directors. Fundraising programs seek gifts for operating

activities, capital initiatives, scholarship support, visiting artists and lecturers, equipment, teaching grants and faculty research. The Foundation is currently completing a [five year capital campaign](#) and has received gifts and pledges in excess of \$11 million, surpassing its original goal of \$10 million. Of this \$11 million, just over \$1 million is unrestricted. Use of the remaining funds is governed by donor wishes. Usage examples of restricted capital campaign funds include the Sterilite Scholars Program, the establishment of the Crocker Center for Civic Engagement and the Regional Economic Development Institute, a myriad of student scholarships, instructional materials important for curriculum implementation, capital projects, and cultural arts events.

Over the past ten years, total expenditures have grown from approximately \$48 million in fiscal 2001 to approximately \$68 million in 2010 (see document FT01, line 78). As reported in the [2010 audited financial statements](#), instructional expenses comprise the largest component of the operating budget and account for approximately 47% of education and general expenses and 38% of total expenses. Faculty payroll and related benefits represent approximately 82% of all instructional expenses. Other direct expenses for academic support and student services account for another 21% of education and general expenses, 17% of total expenses. Indirect expenditures relate to the day to day operational support of the institution and maintenance of its property, plant and equipment, including general repair costs and deferred maintenance and account for approximately 30% of education and general expenditures and 25% of total expenses. Auxiliary operations, which are not included in education and general expenses, represent 11% of total expenses. Auxiliary revenue and expenditures represent amounts received or disbursed from the operations of the University’s residence halls. The expenditures are separately budgeted and funded exclusively from auxiliary revenue and therefore have little impact on other expenditure categories.

Total Expenditures by Function



The Finance staff is led by the Vice President of Finance and Administration, who has spent over 22 years in higher education and has served for the last 5 years as Fitchburg State’s Chief Operating Officer. There are three administrators overseeing budgeting, procurement and financial reporting and analysis. The Director of Budgeting has over twenty years in state service with many years served at the State

Comptroller's Office before coming to the University. The Director of Procurement has in excess of 32 years serving various finance roles at the University. The Director of Financial Reporting and Analysis is a Certified Public Accountant with over thirty years of accounting and finance experience. In addition, there are seven clerical positions providing support in the various areas. The individuals holding these positions have multiple years' experience in finance and hold a variety of accounting, business and finance degrees.

Financial Aid

Fitchburg State University is committed to providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education. The University commits significant amounts to financial aid on an annual basis. In addition, proposed fee increases are accompanied by a consideration to dedicate a portion of the increase to financial aid to lessen the impact on students. For the 2010 fiscal year, over \$7 million in scholarships were disbursed and another \$1.7 million worth of non-monetary waivers and exemptions were granted (see document FT03, p. 1). The Dean of Enrollment Management regularly reviews the financial aid awarding policy, in relation to the availability of funding from federal, state and institutional sources, the financial need of our students and the core values of the institution. A discussion occurs with the VPAA who then shares information with the President and his Executive Cabinet. The level of institutional financial aid funds are voted on and approved annually with the Trustees.

Budget Process

The budget process begins in mid-fall for the next fiscal year and continues throughout the spring. Presidential budget forums, campus-wide workshops and training sessions are held, and Vice Presidents meet with their staff to discuss budget priorities as they relate to the strategic plan and performance standards. Budgets are developed using a zero-based approach. During the process, new one-time initiatives are also evaluated. These requests are funded through an annual request process, known as an extraordinary budget request (EBRQs). The one-time requests are approved as revenues permit and provided the requests are in line with the University's strategic plan.

Early each spring, draft budget proposals, suggested fee increases and extraordinary budget requests go before the Executive Committee for review and discussion. Multi-year budget projections are formulated and reviewed at the executive level as part of the overall budget process. The President then submits a balanced budget to the Board of Trustees detailing expected revenues and expenditures. Tuition and fees rates are evaluated at this time based on expected enrollment. Various fee levels are presented in order to assess the impact on the student population. Proposed fee increases are then put before the Board of Trustees for formal vote.

The institution has posted positive results of operations in each of the last ten fiscal periods. Expenditures have not exceeded revenues, even in those years the Institution absorbed 9C budget rescissions. The annual budget reflects prospective annualized operating costs with administrative overhead and planned capital and technology expenditures included. Throughout this process, the University evaluates the long-term financial implications of budget decisions on the formulation of the current and proposed operating budgets, as well as the impact upon budget policies, cash management and investment programs.

The Institution's budget process is closely aligned with the Commonwealth's budget timeline in which the Governor submits a budget to the legislature in mid-January. That budget follows a path through the House and Senate with a final budget voted and approved sometime before the start of the new fiscal year. The Board will then act on those final figures. The amount appropriated to specific state agencies is dependent on many factors but is ultimately a function of the fiscal health of the Commonwealth. In economic downturns the University has had to realign its resources in response to legislative actions taken throughout the year. Budget rescissions are somewhat rare but over the course of the current economic crisis, the University has absorbed approximately \$3 million in cuts to its appropriation. The University has weathered the budget cuts with the goal of maintaining access to public higher education and preserving the quality of our academic programs and services to our students

Throughout a given budget year, budget activity is monitored on a regular basis. Budget reports are available through a variety of electronic media allowing cost centers and management to monitor budget activity and trends. Budget transfers are generally approved by management, with the exception of transfers of \$50,000 or more which are approved by the Board of Trustees. Budget activity, including budget to actual figures, is reported to the Board on a quarterly basis along with other relevant financial information.

Capital Expenditures – Multiyear planning

Over the past ten years, the University has committed approximately \$50 million to capital improvements. Some of the larger projects have included renovation of the Holmes Dining Hall, renovation and improvements to the Elliot Athletic Fields and installation of a new network system infrastructure. In fall, 2010, construction began on the new science building funded by Commonwealth general obligation bonds dedicated to capital improvements for public higher education.

The strategic use of debt has allowed the University to embark on many of these construction projects. The University's debt burden, which is a measurement of dependence on borrowed funds to finance initiatives, remains below the 5% threshold recommended by the Board of Higher Education. The effective use of debt can also be measured by the Leverage Ratio. A ratio of 1:1 means that for every dollar of net assets, there is a dollar in debt. The capital initiatives carried out over the last several years, coupled with the careful use of debt have resulted in a steady increase in the University's capital base, producing a leverage ratio of 6:1. National standards suggest the threshold for this ratio be above 1:1 for most institutions. The lower the ratio, the more vulnerable an institution is to the effects of a long-term economic downturn.

Capital projects are prioritized based on need, circumstance, and a facilities master plan completed in 2007 by the Massachusetts Division of Capital Asset Management and the Board of Higher Education. Capital projects are approved by the Board of Trustees. The University funds capital initiatives with a combination of current funds, reserves, capital appropriations, and various debt vehicles. Currently, the University has several financing agreements for debt issued by the Massachusetts Health and Educational Facilities Authority (MHEFA) and the Massachusetts State College Building Authority (MSCBA). The bond issues funded the construction of the Recreation Center, the renovations to Holmes Dining Hall and the renovations to the Elliot Athletic Fields. Issues are for twenty to twenty-five year terms at varying interest rates ranging from 3.5% to 5.0%. Capital lease obligations have funded various equipment and furniture purchases. Interest rates range from 3.27% to 6.29%, with lease terms of three

to five years. The University's debt burden, exclusive of one time payments to retire certain debt, has remained consistently at or below 3% over the last ten years.

Oversight and Reporting

The University's financial statements are audited annually by an external accounting firm and are reviewed by management, the Board of Trustees and the State Comptroller's Office. In addition, the University has submitted a Comprehensive Annual Financial Report (CAFR) to the Government Finance Officers Association (GFOA). A summary of the University's financial statements is also incorporated in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements. Annual audits are stored in the University's archives, housed in the library. The University also undergoes reviews and audits by the Quality Assurance Bureau, the State Auditor's Office, and the Board of Higher Education.

Although the University is self-insured via the Commonwealth of Massachusetts, Fitchburg State also maintains commercial insurance coverage for certain risks via a partnership with other state universities and colleges.

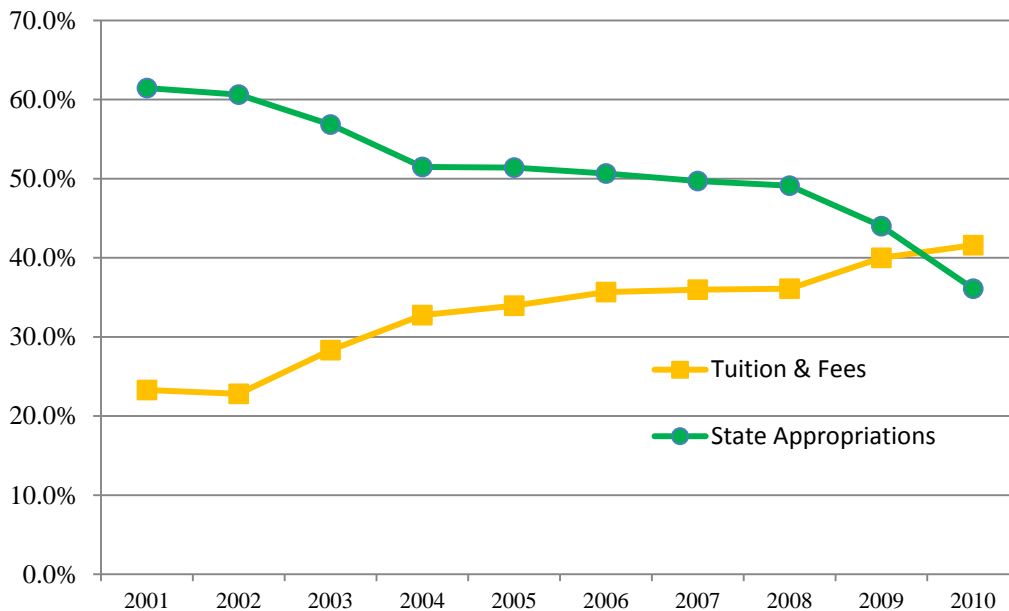
Fitchburg State University follows all applicable institutional, federal and state statutes, guidelines and policies. In response to external requirements the University has revised its internal control plan and implementation guide and has drafted policies for investment, debt, fundraising and gift acceptance, whistle blowing, conflict of interest, and fraud, waste, and abuse (<http://www.fitchburgstate.edu/offices/administration/vpfaa/>).

Appraisal

Despite the turbulent economic environment of the last few years, Fitchburg State University is and has been on firm financial ground. The University's use of a wide variety of metrics to assess and evaluate the financial health of the Institution demonstrates the balanced management of fiscal and financial affairs. The metrics also help to describe the positive results of operations for each of the last ten years and a return on net assets that average above 10% for the same time period. Increased enrollments, increases in fees, ARRA funding, and the influx of capital funding account for most of the increases in annual positive results of operations.

In the last decade, Fitchburg State University has experienced a fundamental shift in its funding model. The University has two main revenue sources, state appropriations and tuition and fee revenue. Over the course of the last decade, the reliance on tuition and fee revenue to fund the operations of the Institution has grown from 23% to 42%; at the same time, despite our increased reliance on tuition and fee revenue, tuition has remained flat (by statute), which has meant that the burden has fallen on student fee increases. The inverse is true of state appropriations, which funded almost 62% of total expenses in 2001 and today fund only 36%. Below is a graphic illustration of the ten year decline in state support.

Tuition & Fees versus State Support 2001 - 2010

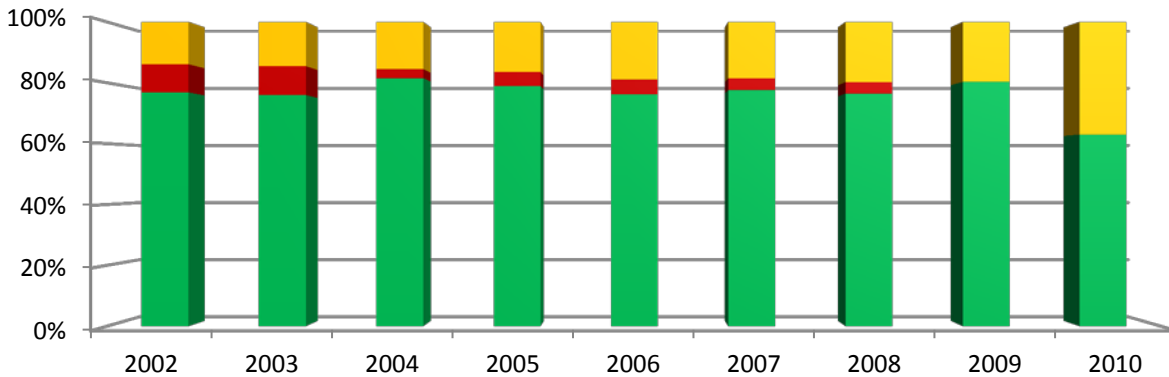


Note: State support includes direct appropriations and amounts paid by the Commonwealth for employee fringe benefits.

The University has already shifted to a “state supported” institution and, if the current trend continues, is in danger of effectively becoming a private university. Securing an increase in state appropriations is therefore crucial to our providing both an accessible and an affordable education, if not maintaining our status as a “comprehensive public university” (<http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/>). It is especially important to set these trends in a national context, where higher education budgets continue to grow at a rate that annually outpaces inflation (<http://deltacostproject.org/resources/pdf/Trends-in-College-Spending-98-08.pdf>).

Reduced appropriation levels have and will continue to present significant budgetary challenges. As state appropriations are reduced, previously supported operating and salary costs must be funded from local sources. Further, as a consequence of the payroll expense moving to local Trust funds, the University incurs additional fringe benefit charges of 33%. The overall effect is a reduction of the funds available for other operating needs. This trend is illustrated below:

Analysis of State funded expenditures and additional payroll & benefit costs absorbed by Trust Funds



■ State funded payroll & benefits ■ State funded operating expenses ■ Trust funded payroll & benefits

Note: Trust funded payroll does not include Auxiliary or grant funded payroll.

At the beginning of the decade, Fitchburg State University experienced difficult times. The state budget rescissions in 2002, the early retirement bill which allowed faculty and staff to retire with additional benefits but did not allow full replacement of the positions lost and the resignation of the president in 2002 resulted in static or declining budgets, a lack of capital investment, and limited possibilities for strategic planning. Moreover, in the late 1990s and early 2000s, Fitchburg State had reached a twenty-year low in enrollments, and during this era, due to lack of state funding, deferred maintenance accumulated at a rapid rate. Consequently, under the current administration Fitchburg State has been forced to play “catch up.” Total expenditures may have grown from approximately \$48 million in fiscal 2001 to approximately \$68 million in 2010, but this growth took place largely since 2005.

Thus, some budgetary line items remained static or declined slightly between 2001 and 2005. For example, between 2001 and 2005 expenditures on instruction declined by 6.2% and by 2005 accounted for 42% of education and general expenses. As salaries comprise the bulk of expenditures on instruction, this drop in expenditures on instruction resulted in the number of tenure-track and tenured faculty and librarians declining by 17%. By contrast, since 2005 expenditures on instruction have grown by 36% and the number of full-time faculty and librarians has increased by 8%; this is still insufficient, given that student enrollments in the Day school have grown by approximately 50% over the last decade. Over the ten year period, expenditures on instruction have grown markedly and now account for 47% of education and general expenses, a figure that is close to our historical norm.

Other budgetary categories suffered a similar fate. For example, lagging maintenance of the physical plant resulted in the accumulation of \$105,000,000 in deferred maintenance. The [Master Plan](#) developed in 2007 has driven much of the construction that has ensued. Currently, indirect expenditures related to the day-to-day operational support of the Institution and maintenance of its property, plant, and equipment (including general repair costs and deferred maintenance) account for a combined 32% of education and general expenditures (see table below). That percentage has remained consistent over the last ten years, averaging approximately 30% of education and general expenditures annually.

Scholarship expenditures make up another significant part of the budget and have grown substantially over the last decade. Scholarships are funded from a variety of sources including federal, state and private grants, appropriated funds and local trust fund monies. In fiscal year 2002, \$1.9 million of aid was expended with \$238,000 funded from direct institutional resources and \$508,000 in non-monetary waivers and exemptions were granted. Contrast that with fiscal 2010, where \$7.3 million of [institutional aid](#) was expended with \$2.9 million funded from direct institutional resources and \$1.7 million in non-monetary waivers and exemptions were granted. This growth illustrates the University’s commitment to maintaining access and affordability, even in the face of declining state appropriations.

The table below, which depicts IPEDS data before the revision of reporting standards, illustrates how the 2009 expenditures of Fitchburg State University compared with those of its [state peer institutions](#) (excluding the Massachusetts Maritime Academy and Massachusetts College of Art and Design), as well as, its [national peer group](#).

Education and General Expenses <small>(Total operating expenses excluding auxiliary operations, depreciation and scholarships)</small>	Fitchburg	State Peers	National Peers
Instruction	45.36%	44.25%	45.95%
Research & Public Service	0.89%	0.76%	8.72%
Academic Support	8.24%	11.61%	10.67%
Student Services	13.27%	13.36%	9.82%
Institutional Support	11.78%	16.08%	12.31%
Maintenance of Plant	20.47%	13.95%	12.53%
	100.00%	100.00%	100.00%

The budgetary lines of instruction, academic support, and student services comprise 67% of education and general expenses; these expenditures demonstrate the commitment of financial resources in support of the mission. The stresses of both the static budgets and the game of “catch up” have produced differences of opinion about budgetary priorities. While the President offers the campus a general description of priorities at annual forums and allows for feedback, regular forums where faculty, librarians, staff, and administration could freely discuss the merits of a given fiscal year’s budgetary priorities would allow for more input into the decision-making process. Recent discussions over budgetary priorities have focused particularly on the growth of capital projects. It is the pace at which we are renovating and building, as well as the priorities when we renovate, that have drawn the most discussion.

Discussion at the chairs’ level about the budgeting priorities for academic departments and discussions between the Vice President for Academic Affairs and the individual chairs about their budgets should also take place. The budgeting process allows for department and program chairs to provide input based on their needs. Each department also provides some rationale for their budget needs. A base budget

proposal is sent to the Vice President for Academic Affairs. The final decision is made by the VPAA, the President, and the Board of Trustees. Although each academic department has the opportunity to present its needs in writing, the discussion ends there. It would be of value for the chairs to be able to participate more fully in the negotiating process to elucidate their department's academic needs.

The university has engaged in a variety of effective cost-containment and enhanced efficiency efforts that have both saved monies and improved service levels. Several consulting engagements have examined procurement and budgeting, resulting in improved and reengineered business practices. Other efforts have resulted in collaboration with other regional colleges and universities to mitigate rising operating costs; two such efforts resulted in the purchasing of electricity at wholesale prices and software licenses through consortiums. Automating purchasing processes, increasing self-service initiatives and the development of an electronic records storage system have also resulted in increased efficiency and reduced costs (see the FY2012 budget narrative, pp. 4-5, for examples of cost containment:

http://www.fitchburgstate.edu/uploads/files/VPFAA/FY12_files/FY2012_Budget_Narrative_Letter_pgs_1-5_after_finance_2_version.pdf).

The Fitchburg State University Foundation provides numerous benefits for the University. Without this support, many community-based events and programs (e.g., Center Stage, the Crocker Center for Civic Engagement and the Regional Economic Development Institute) and academic initiatives (e.g., Moot Court, Model U.N., and the Washington Center Internship program) would have needed alternate funding sources. Strategic support from the Foundation's Supporting Organization has allowed the University to begin resolving the problem of overcrowding in both academic buildings and dormitories. Created in 1999, the Supporting Organization has acquired numerous properties that are contiguous with or near the campus, particularly up and down the North Street corridor between Main and Pearl. One additional facility on Klondike Avenue has enabled the University to move Print Services, the Mail Room, and Materials Management, Maintenance Trade Shops, and Financial Services off campus, which in turn has enabled the renovation of the Anthony Building. Freeing up the Anthony Building has created a "cascading" effect, enabling the construction of new spaces for the Registrar, Financial Aid, and GCE. This, in turn, has allowed for the renovation of academic spaces. The Supporting Organization, through a combination of leases and license agreements, assesses annual fees to the University for the exclusive use of its properties.

Projection

By AY13/14, the Executive Assistant to the President, in conjunction with the President, staff, faculty, and students, will develop a comprehensive lobbying and public relations plan to reverse the trend in declining state appropriations, so as to maintain our mission as an affordable and accessible comprehensive public state university.

Each fall, the President or his designee will conduct budget forums that provide an overview of the previous year's expenditures and revenues, as well as the financial health of the institution. Each spring, the President or his designees will conduct budget forums that will explain the University's strategic initiatives and will solicit input from employees on priorities.

As part of the annual progress report of the strategic plan, overseen by the two Vice Presidents, specific budgetary recommendations will be identified for IPEDS expenditure categories: e.g., instruction,

research and public service, academic support, student service, institutional support, and maintenance of plant as well as prioritization for all capital projects.

Within the next year, the Vice President for Institutional Advancement will conduct a formal analysis of the Fitchburg State University Foundation to determine the optimal staffing structure and business processes to increase the contribution to the University's operating budget in support of scholarships, academic programs, and student services.

Institutional Effectiveness

Throughout the descriptive and analytical portions of this standard, we cite the use of external benchmarks and standard practices to measure institutional effectiveness. The University will continue to assess our fiscal and financial performance and our policies and practices in order to allocate resources with increasing effectiveness.

STANDARD TEN: PUBLIC DISCLOSURE

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.fitchburgstate.edu/about-us/contact-us/		
Notice of availability of publications and of audited financial statement or fair summary	http://www.fitchburgstate.edu/offices/administration/vpfaa/		
Institutional catalog	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog
Obligations and responsibilities of students and the institution	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/		
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf		Fitchburg State University Student Handbook, 2011-2012
	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog, pp. 39
	http://www.fitchburgstate.edu/uploads/files/StudentConduct/ConductPolicyBooklet.pdf		Student Conduct Policy Booklet 2011-2012
Information on admission and attendance	http://www.fitchburgstate.edu/admissions/		
	http://www.fitchburgstate.edu/offices/student-services/student-accounts/ebill/-ebill-directions-important-links/notification-of-non-attendance-for-a-semester/		
	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-academic-life/office-of-student-academic-life-deans-office/		
	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog, pp. 15 & 41
	http://www.fitchburgstate.edu/uploads/files/StudentConduct/ConductPolicyBooklet.pdf		Student Conduct Policy Booklet 2011-2012
Institutional mission and objectives	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog, pp. 5
	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/		Values, Mission, Vision Goals and Objectives 2010-2014

Expected educational outcomes	http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/	
	http://www.fitchburgstate.edu/academics/university-catalog/	
Status of public or independent institution; status as not-for-profit or for-profit, religious affiliation	http://www.fitchburgstate.edu/offices/administration/vpfaa/	Audit reports
	http://www.fitchburgstate.edu/admissions/at-a-glance/	
Requirements, procedures and policies re: admissions	http://www.fitchburgstate.edu/admissions/undergraduate/accepted-students/	
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State university 2011-2012 Catalog, pp. 15-18
Requirements, procedures and policies re: transfer credit	http://www.fitchburgstate.edu/admissions/applying/undergraduate/transfer/	
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 18-23
A list of institutions with which the institution has an articulation agreement	http://www.fitchburgstate.edu/admissions/applying/undergraduate/transfer/	
Student fees, charges and refund policies	http://www.fitchburgstate.edu/offices/student-services/student-accounts/undergraduate-day-tuition-fees	
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 25-28
Rules and regulations for student conduct	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 58
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Fitchburg State University Student Handbook, 2011-2012, pp. 20
	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/	Code of Conduct and Discipline Process Handbook
Procedures for student appeals and complaints	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 44
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Fitchburg State University Student Handbook, 2011-2012, pp. 20
	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/	Code of Conduct and Discipline Process Handbook

Other information re: attending or withdrawing from the institution	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 45
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Student Handbook pp 38
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Fitchburg State University Student Handbook, 2011-2012, pp. 37-40
Academic programs	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog - Undergraduate Day pp. 73-124
	http://www.fitchburgstate.edu/academics/	Fitchburg State University 2011-2012 Catalog - Undergraduate Evening pp. 125-136 Fitchburg State University 2011-2012 Catalog - Graduate pp. 219-266
Courses currently offered	https://web4.fitchburgstate.edu/apex/f?p=127:7:5988686694832796	Link to the current seats list.
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog - Undergraduate Day pp. 137-210 Fitchburg State University 2011-2012 Catalog - Graduate pp. 267-316
Other available educational opportunities	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog - pp. 65-67
	http://www.fitchburgstate.edu/academics/international-education/study-abroad-1/	
	http://www.fitchburgstate.edu/academics/extendedcampus-profdevctr/	
	http://www.fitchburgstate.edu/academics/leadership-academy/	
Other academic policies and procedures	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 69-72
	http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf	Fitchburg State University Student Handbook, 2011-2012, pp. 41-46
	http://www.fitchburgstate.edu/academics/	Each academic department has their own academic policies and procedures which can be found on their individual web pages.
Requirements for degrees and other forms of academic recognition	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog under Academic Programs
	https://web4.fitchburgstate.edu/pls/PROD/twbkwbis.P_GenMenu?name=homepage	Degree Audit (aka CAPP) forms individualized for each matriculated student.
	http://www.fitchburgstate.edu/academics/	
	http://www.fitchburgstate.edu/academics/academic-support/academic-advising-center/four-year-plans-of-study-by-major/	Four Year plans of study by major

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog beginning on pp. 317
	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/part-time-day-faculty/		
Names and positions of administrative officers	http://www.fitchburgstate.edu/academics/university-catalog/ http://www.fitchburgstate.edu/offices/administration/		Fitchburg State University 2011-2012 Catalog beginning on pp. 326
Names, principal affiliations of governing board members	http://www.fitchburgstate.edu/offices/administration/board-of-trustees/members/ http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog, pp. 326
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.fitchburgstate.edu/academics/extendedcampus-profdevctr/ http://www.fitchburgstate.edu/academics/university-catalog/ http://www.fitchburgstate.edu/academics/online-learning/		Fitchburg State University 2011-2012 Catalog, pp. 69; 314-316
Programs, courses, services, and personnel not available in any given academic year.	http://www.fitchburgstate.edu/academics/university-catalog/		Fitchburg State University 2011-2012 Catalog
Size and characteristics of the student body	http://www.fitchburgstate.edu/offices/grants-research/institutional-research/		

Description of the campus setting	http://www.fitchburgstate.edu/academics/university-catalog/ http://www.fitchburgstate.edu/offices/capital-planning-maintenance/	Fitchburg State University 2011-2012 Catalog, pp. 4
Availability of academic and other support services	http://www.fitchburgstate.edu/academics/academic-support/ http://www.fitchburgstate.edu/campus-life/student-services/health-services/ http://www.fitchburgstate.edu/campus-life/student-services/ http://www.fitchburgstate.edu/uploads/files/StudentAcademicLife/StudentHandbookWeb.pdf http://www.fitchburgstate.edu/academics/university-catalog/	<p>Fitchburg State University Student Handbook, 2011-2012, pp. 9-23</p> <p>Fitchburg State University 2011-2012 Catalog, pp. 47-54</p>
Range of co-curricular and non-academic opportunities available to students	http://www.fitchburgstate.edu/campus-life/get-involved/osd/ http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 56-57
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.fitchburgstate.edu/academics/library/ http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 60
Institutional goals for students' education	http://www.fitchburgstate.edu/offices/administration/presidents-office/strategic-plan-2009-2014/	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.fitchburgstate.edu/offices/grants-research/institutional-research/	

Total cost of education, including availability of financial aid and typical length of study	http://www.fitchburgstate.edu/offices/student-services/financial-aid-office/general-financial-aid-information-/	
	http://www.fitchburgstate.edu/offices/student-services/student-accounts/costs/	
	http://www.fitchburgstate.edu/offices/student-services/student-accounts/	
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog pp. 25-38
Expected amount of student debt upon graduation	http://www.fitchburgstate.edu/offices/student-services/financial-aid-office/general-financial-aid-information-/financing-your-education/	
Statement about accreditation	http://www.fitchburgstate.edu/about-us/accreditation/	
	http://www.fitchburgstate.edu/academics/university-catalog/	Fitchburg State University 2011-2012 Catalog, pp. 9
	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/	

Description

Through its catalog website, and other publically available documents, Fitchburg State University discloses all information necessary for informed decision making by students, prospective students, and any other interested person. These documents include the University's obligations and responsibilities to its students and their obligations and responsibilities to the University.

One comprehensive source of information is the University [Catalog](#), which is available in print and on the school's website. The Catalog states the University's mission, core values, and vision statement, and describes all academic programs, including the common graduation requirements, major courses of study, and graduate programs. There is also a list of all full-time faculty and staff members, including their academic credentials and years of service to the institution. [Part-time faculty](#) members for each semester are identified on the Academic Affairs website for the day courses and on the GCE website for evening undergraduate and graduate courses. The Office of Academic Affairs coordinates the yearly review of Catalog contents. Printed copies of the Catalog are given to all faculty and staff and also to high school guidance counselors and local community colleges. The University website also lists current tuition and fees for both [Graduate](#) and [Undergraduate](#) students.

The University website, www.fitchburgstate.edu, further houses a vast quantity of searchable information about the University's programs and operations, including links to several other key publications. These include the [Student Handbook](#), which is revised every year. The [Office of Student Conduct, Mediation and Education's](#) page also links to numerous documents governing academic integrity, alcohol and drug use, dispute resolution and the appeals process for sanctions. The [Faculty Handbook](#), produced by the Office of Academic Affairs, spells out policies and resources governing the institution's academic operations. The status of the University's numerous [accreditations](#) is posted on relevant individual pages of the website ([online RN to BSN program](#), for example) and in printed publications. There are also many program-specific publications, both [day](#) and [evening](#) undergraduate and [graduate](#), which outline objectives, descriptions and requirements for individual courses of study. Graduate and Continuing Education offers printed versions of many of these guides and others are available online or at the departmental level.

Other University produced website documents provide information ranging from student and faculty accomplishments to data specifying the financial resources which support institutional services. These include the [annual audit reports](#), [retention and graduation rates](#), and other data generated by the Office of Institutional Research. The [Institutional Factbook](#) describes enrollment, degrees awarded, demographic data, and financial information. Also, the [President's Report](#), printed annually and distributed to alumni, employees, and University supporters, includes a report on giving. The University's Public Relations Department produces several campus publications, including the biweekly electronic newsletter, *Fitchburg State University Today*, which is distributed on- and off-campus and [archived electronically](#). Working with local media outlets, the Public Relations office also reports on campus events and programs, shares locally produced content, and responds to inquiries. [Contact](#), published annually in conjunction with the Alumni and Development Office, contains news of interest to current and former students, faculty, and supporters. Other departments on campus produce informational materials about support services and programs available to all students.

As a public institution, the University is bound by the [Freedom of Information Act](#) and [Massachusetts Public Records Law](#) and abides by any requests for information submitted. On its website, the University's Campus Police posts crime [statistics](#) as required by the [federal Clery Act](#). The University also posts a [notice of availability](#) on its Financial Aid page as required by federal law.

In preparation for the NEASC visit, a notice for public comment was published in our two local newspapers, *The Fitchburg Sentinel and Enterprise* and the *Worcester Telegram and Gazette*. Additionally, the notice appeared in a number of university publications including our web site, the university and alumni *Facebook* pages, our weekly newsletter *Fitchburg State University Today*, the Fitchburg State Parents newsletter, and the student newspaper [The Point](#). Notice was sent electronically to thousands of alumni. Finally, notice was posted on two local cable access channels to ensure broad community notice.

Appraisal

In addition to including the most current statement of tuition and fees, the website now also contains the last 8 editions of the University catalog as well as the most current one. However, while the online Catalog clearly states the curriculum and learning outcomes defined for the [Liberal Arts and Sciences curriculum](#), this information was difficult to locate on the old website. It has since been corrected. Also, much of the website's content had become outdated or irrelevant and required a thorough review. This has also been accomplished through the website redesign completed in the fall of 2011. In addition, an online "portal" for students and faculty would de-clutter the main website. The portal is tentatively scheduled to be launched in May 2012.

Although the University conducts a formal revision of Catalog content every year, discrepancies remain in the document. Standard 10.8 calls for the Catalog to exclude any course not taught for two consecutive years that will not be taught during the third consecutive year. However, there are examples of courses listed in the Catalog which have not been taught in the previous two consecutive years.

Projection

With the launch of the new website, the CIO will ensure clearly-defined responsibilities regarding web site maintenance. This will be coordinated by the CIO in cooperation with the executive cabinet.

Departments will submit courses in need of deletion to ACC. This is the responsibility of the department faculty and the Associate Vice President for Academic Affairs. The 2012-13 Catalog is expected to remedy the disparity.

Institutional Effectiveness

Fitchburg State is committed to transparency and ensures that all information is readily available. The transition to a redesigned website will close any remaining gaps to ensure that information provided is in a user friendly format and easy to locate.

STANDARD ELEVEN: INTEGRITY

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academy honesty	2011	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/	Office of Student and Academic Life
	2011	http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/2011-2012_Faculty_Handbook.pdf	Office of Academic Affairs
Intellectual property rights	2011	http://www.fitchburgstate.edu/uploads/files/academicaffairs/2011-2012_faculty_handbook.pdf	Office of Academic Affairs
		http://mscaunion.org/contract/	Human Resources / MSCA Union
Conflict of interest	2011	http://www.fitchburgstate.edu/uploads/files/Human_Resources/employeepolicies_web.pdf	Human Resources
	2011	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/training/	Human Resources
Privacy rights	2011	http://www.fitchburgstate.edu/offices/student-services/registrar/student-records/ferpa/	Registrar
	2011	http://www.fitchburgstate.edu/campus-life/student-services/counseling-services/privacy-policy/	Student and Academic Life
Fairness for students	2011	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/	Student and Academic Life
	2011	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/affirmative-action-plancomplaint-procedure/	Human Resources
Fairness for faculty	2011	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/affirmative-action-plancomplaint-procedure/	Human Resources
	2011	http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/2011-2012_Faculty_Handbook.pdf	Office of Academic Affairs
		http://www.fitchburgstate.edu/uploads/files/Human_Resources/employeepolicies_web.pdf	Human Resources
		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/equity-and-diversity-committee/	Human Resources
		http://mscaunion.org/contract/	Human Resources / MSCA Union

Fairness for staff	2011	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/affirmative-action-plancomplaint-procedure/	Human Resources
	2011	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/equity-and-diversity-committee/	Human Resources
	2011	http://www.fitchburgstate.edu/uploads/files/Human_Resources/employeeolicies_web.pdf	
	2011	http://www.afscme1067.org/contract/	Human Resources / AFSCME Union
Academic freedom	2011	http://www.fitchburgstate.edu/uploads/files/academicaffairs/2011-2012_faculty_handbook.pdf	Office of Academic Affairs
Other _____			
Other _____			
Non-discrimination policies			
Recruitment and admissions		http://www.fitchburgstate.edu/admissions/applying/	Admissions
Employment	2007	http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/policies/	Human Resources
		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Evaluation		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/hrforms/	Human Resources
		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Disciplinary action		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Advancement		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Other _____			
Resolution of grievances			
Students	2011	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/	Student and Academic Life
Faculty		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Staff		http://www.fitchburgstate.edu/offices/administration/human-resources-payroll/collectivebargaining/	Human Resources
Other _____			

?	Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1				
2				
3				
4				
5				

Description

The University's commitment to act with integrity is grounded in its own mission, vision, and core values, as well as in law and the mandates of best professional practice. Whether created locally or by external dictates, the codes are carefully constructed and regularly reviewed to assure compliance.

As a public university, Fitchburg State University follows the rule of Massachusetts law. The state ethics commission, citing [G.L. c. 268A](#) which concerns the topic of "Financial Interests Conflicting with Official Duties," calls for all employees to undergo professional ethics [training](#) and to undergo biannual testing. The University is also in compliance with the Massachusetts State Colleges Affirmative Action/Equal Opportunity/Diversity Plan (see [equity and diversity](#).) Intellectual property rights for faculty and librarians are protected in their collective bargaining [agreement](#) which is regularly reviewed. The collective bargaining agreement for faculty members and librarians also guarantees that they may research and study in fields of their choosing and have the freedom to question assumptions while being guided by evidence of scholarly research.

In addition, many faculty, librarians, and staff belong to professional organizations which have established formal requirements for conduct and integrity. Leaders in the Admissions Department, for example, are bound to uphold their [professional association's](#) rules concerning the evaluation of prospective students. Several academic programs report to secondary accrediting agencies and the University holds institutional membership in a number of national, regional, and state associations and councils. These outside [groups](#) provide another layer of oversight as well as evidence of the University's institutional integrity.

Fitchburg State has also created internal conduct guidelines for all segments of the University community. The [Employee Policies Book](#), posted online by the Human Resources Department, educates and enforces policies for faculty and staff. This Handbook cites applicable parts of the [collective bargaining agreements](#) which may "supersede Policy Book requirements as they affect conditions of employment." The Employee Policies Book is updated to reflect changes in collective bargaining agreements, state or federal law, BHE policy, or institutional practice. Important focused policies, such as those addressing smoking, drug use, and sexual harassment, may be found on the Human Resources [policy page](#). An institutional review board, The Human Subjects Committee, oversees the [policies](#) and procedures involving use of human subjects in research.

The [Office of Student Conduct, Mediation and Education](#) publishes several guides for student conduct and states the penalties for violation. These include the [Student Handbook](#), [Code of Conduct](#), and policies geared toward those living in [residence halls](#). These documents are reviewed and updated every year. Until 2011, the University Catalog contained two definitions of academic integrity: Graduate and Continuing Education had an "academic dishonesty policy," outlined on page 211 of the printed Catalog, while the Undergraduate division had a more detailed "academic integrity policy" on page 42 of the printed document. This was corrected in

the 2011-12 [Catalog](#) with the University-wide adoption of the “academic integrity policy” to cover all campus constituencies. The policy is available on page 44

Conferences, institutes, and workshops must pass through formal channels, including one of the Vice Presidents or the President, before being sponsored by the University. If the event is considered appropriate, the sponsors work with events scheduling personnel to secure rooms, custodial support, and IT support. Housing and food services may also become involved. While there is a database listing these events (<http://events.fitchburgstate.edu/>), few people are aware of the database and since the events are sometimes not listed on the campus calendar, many people may not know about the events at all.

Results from the NEASC survey also suggest that the University communicates with integrity. More than 95 percent of students and more than 99 percent of staff and administrators, agreed, strongly agreed or had no opinion on the statement that the University communicates with integrity. Among faculty, 79 percent said they agreed or strongly agreed with the statement; another 7 percent had no opinion. Standard Three, Organization and Governance, describes the flow of communication throughout all segments of the community; and Standard 10 details the extent of public disclosure.

Appraisal

The University’s [Vision](#) Statement and [Strategic Plan](#) call for a culture of diversity as does the [mission](#) statement of the University’s Equity and Diversity Committee. However, the faculty and librarians’ collective bargaining agreement specifies single-year committee terms, resulting in somewhat inconsistent programming for this very important goal. This inconsistency would be alleviated if members were encouraged to seek reappointment for more than one year. NEASC survey responses show that more than 84 percent of student respondents who expressed an opinion, agreed or strongly agreed with the statement that the university fosters academic freedom. Among faculty respondents, nearly 88 percent agreed or strongly agreed with the statement. Of the remainder, written comments on the follow-up survey question (“What issues do you think need to be addressed with respect to academic freedom”) suggest the statement may not have been effectively worded; in general, the comments do not correspond with the contractual definition of academic freedom found on page 57 of the [MSCA contract](#).

While collective bargaining agreements cover intellectual property rights for faculty members, there is no explicit statement covering work created by students and staff. Such a statement would be a valuable addition to the University’s policies.

The University’s policies and procedures concerning academic integrity are now clearly detailed in the 2010-11 Catalog. With no evidence to the contrary, these principles and practices appear to be followed. In the 2009-10 academic year, when the All College Committee last reviewed the policy, there were 14 reported violations. In 2010-11, the number of reported cases rose to 22, an increase from previous years. But for a University of our size, even this number appears extremely low. While we would like to assume that academic integrity is prevalent in the institution, it is more likely that cases are resolved through informal channels.

The survey question addressing integrity of University communications prompted several written comments. However there were no prevalent themes or concerns throughout these comments. Thus it is difficult to define a single, addressable issue among the remaining respondents.

Projection

During the 2012-13 academic year, the Dean of Student and Academic Life will form a task force to examine our current Academic Integrity Policy to see if it is serving the needs of the campus community. This examination will culminate in making any changes warranted and increasing awareness of the policy and the importance of its application to all faculty and students.

To support the desire within the campus community to explore themes of diversity in society, the Equity and Diversity Committee will develop programs that can be replicated over several years, even as its membership roster changes. The committee must meet more frequently to accomplish this goal.

A policy concerning intellectual property rights will be developed by the Dean of Student and Academic Life during AY 2012 for submission to the All College Committee. The Office of Human Resources will develop a complementary policy for staff within the same time frame.

Institutional Effectiveness

Fitchburg State follows all applicable state and federal laws and contractual guidelines. The broad based and deliberative process of creating the current strategic plan has been followed by a campus-wide effort toward implementation. Assessment efforts are widely discussed and results easily accessible.

Appendices



New England Association of Schools and Colleges

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

Affirmation of Compliance with Federal Regulations Relating to Title IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95)

URL	http://www.fitchburgstate.edu/offices/student-services/registrar/course-information/transfer-equivalencies/
Print Publications	Catalog and admissions documents

2. **Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77)

URL	http://www.fitchburgstate.edu/about-us/accreditation/neasc-2010/notice-for-public-comment/
Print Publications	<i>The Fitchburg Sentinel and Enterprise</i> and the <i>Worcester Telegram and Gazette</i>

3. **Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.15)

URL	http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/appeals/
Print Publications	Student Handbook page 52, Catalog page 45

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95)

Method(s) used for verification	For Distance Education, Fitchburg State meets the requirement of student authentication by issuing students a secure username and password to access their course on a secure web-site. All Fitchburg State students are given a unique user name and password. These credentials are required to access the course at any time. The courses are hosted on a secure site: https://blackboard.fitchburgstate.edu . Additionally, the student must update and maintain a password that meets security standards set by the University. These standards are overseen by the chief security officer.
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The undersigned affirms that Fitchburg State University (institution name) meets all federal requirements relating to Title IV program participation, including those enumerated above.

Robert V. Antonucci

Chief Executive Officer

1/19/12

Date

A LIST OF ELECTRONIC DOCUMENTS BY STANDARD

Many of these documents are available on the University's Website. However, other documents are on a Blackboard site devoted to the Self-Study. A user name and password will be provided to you via email.

Standard One

[futures-committee](#)

[university mission vision and values](#)

[missionbhe](#)

[strategic-plan-2009-2014](#)

[Fitchburg State Undergraduate Conference on Research and Creative Practice](#)

[malegislature.gov/Bills/186/House/H4864](#)

Standard Two

[futures](#)

[Technology Strategic Plan](#)

[facilities/FSCWorkshop022706.pps](#)

[visionproject](#)

[planning](#)

[planning](#)

[coffice of assessment documents](#)

[planning](#)

Standard Three

[about us/summary](#)

[fitchcollectivebargaining](#)

[ACC](#)

[Graduate Council](#)

Standard 4

[mission](#)

[Catalog](#)

[Liberal Arts and Sciences](#)

[MSCA contract](#)

[University Catalog](#)

[University website](#)

[four year plans of study](#)

[2011 ACC 2](#)

[Accreditation Board for Engineering and Technology](#)

[Commission on Collegiate Nursing Education](#)

[The Council for Standards in Human Service Education](#)

[The International Assembly for Collegiate Business Education](#)

[National Council for Accreditation of Teacher Education](#)

[Fiscal Year Budget Timeline](#)

[undergraduate majors](#)

[Web4](#)

[four-year plan of study](#)

[2 CAGS majors, 22 master's level majors, 9 graduate certificates, and 4 post-baccalaureate certificates](#)
[faculty advisor](#)
[Program Advisor and Retention Specialist](#)
[“Virtual Advisor”](#)
[award](#)
[resource page](#)
[student center link](#)
<http://www.fitchburgstate.edu/academics/online-learning/distance-education-faculty-resources/>
www.fitchburgstate.edu/distance
<https://blackboard.fitchburgstate.edu>
[Extended Campus Programs](#)
[Extended Campus Handbook](#)
[Center for Professional Studies](#)
[seats available lists](#)
[website](#)
[graduate](#)
[undergraduate](#)
[proposal](#)
[Catalog](#)
[MSCA Day contract](#)
[DGCE contract](#)
[Procedures for DGCE Faculty Evaluation](#)
[Specific procedures, forms, and required documents](#)
www.fitchburgstate.edu/registrar
[MassTransfer Compact and Agreement](#)
[data and presentations from each assessment day](#)
[2009-2014 Strategic Plan](#)
[Graduate Council Summaries](#)
[teach-out plan](#)
[Graduating Student Survey](#)
[Grading data](#)
[grades](#)
[approved](#)
[assessment](#)

STANDARD 5

[MSCA 2009-2012 collective bargaining agreement](#)
http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/2011-2012_Faculty_Handbook.pdf
<http://www.fitchburgstate.edu/uploads/files/AcademicAffairs/FitchburgStateFacultyHiringPolicySept2010.pdf>
[Regional Economic Development Institute](#)
[Teaching American History Program](#)
[IT department](#)

[Academic Advising Center](#)
[Center for Teaching & Learning](#)
[Grant Center](#)
<http://www.fitchburgstate.edu/offices/grants-research/grant-center/ruth-butler-grants/>
[the Accreditation Board for Engineering and Technology \(ABET\)](#)
[International Assembly for Collegiate Business Education \(IACBE\)](#)
[Council for Standards in Human Service Education](#)
[National Council for Accreditation of Teacher Education \(NCATE\)](#)
[Commission on Collegiate Nursing Education](#)
[Massachusetts Board of Registration in Nursing](#)
[ACC Liberal Arts & Sciences Council](#)
[Assessment Office](#)
[Conflict of Interest ethics training](#)
[Copyright regulations and policies](#)
[Faculty Handbook](#)
[Safe Assign](#)
[Course Catalog](#)
[Student Handbook](#)
[Student Conduct Board](#)
[Office of Student Conduct, Mediation & Education](#)
[data](#)
[Graduating Student Survey](#)
[Student Survey on Educational Technology](#)
[*Fitchburg State University Today*](#)
[*The Faculty Handbook*](#)

STANDARD 6

[planning](#)
[enrollsrv/undergrad](#)
[gce](#)
[planning](#)
[sal](#)
[orientation](#)
[GCE/Graduate Orientation General Session PowerPoint](#)
[academicsacademic-support/placement-center](#)
[sal](#)
[success](#)
[advising](#)
[student-services/career-services](#)
[counseling](#)
[disability](#)
[ehp](#)
[intled](#)
[mathctr](#)
[campus-life/get-involved/mss-and-access-program/](#)

[academics/academic-support/tutor-center](#)
[campus-life/student-services/office-of-student-academic-life/office-of-student-academic-life-deans-office/](#)
[campus-life/student-services/health-services](#)
[judicial](#)
[osd](#)
[volunteer](#)
[campus-life/get-involved/student-clubs-and-organizations](#)
[admissions](#)
[registrar](#)
[finaid](#)
[library/documents/2010PerformanceMeasurementReport.pdf](#)).
[studentaccts/](#)
[housing](#)
[campuspolice](#)
[parking](#)
[technology/studentguide](#)
[technology/onecard](#)
[edu/library](#)
[*Fitchburg State University Today*](#)
[cultural](#)
[socialweb.net/Clients/FSC](#)
[*Records Retention and Disposal Policy 2010*](#)
[student-services/registrar/student-records/ferpa](#)
[campus-life/student-services/counseling-services/confidentiality](#)
[campus-life/student-services/counseling-services/privacy-policy](#)
[campus-life/student-services/health-services/health-services-about-us](#)
[report by the Western Interstate Commission for Higher Education](#)
[library/documents/2010PerformanceMeasurementReport.pdf](#)
[surveys](#)
[Counseling Services](#)
[Disability Services](#)
[Disadvantaged Student Program funding](#)
[Career Services Center](#)
[redi/index.cfm](#)
[efforts](#)
[ACCUPLACER testing](#)

Standard 7

[2004 Nelinet Space Planning Report](#)
[2005 Library survey results – faculty](#)
[2005 Library survey results – students](#)
[2007 LibQual Survey](#)
[2008 IPEDS Assessment Data for National Peers](#)
[2008 NEDCC Preservation Survey](#)
[2008 Proposed Library Renovations](#)

[2009 IPEDS Assessment Data for 7 Massachusetts State Colleges](#)
[2011 NEASC Survey responses](#)
[ACRL Standards and Analysis documents](#)
[ACRL Standards for Distance Learning Library Services](#)
[Analysis of key metrics of annual IT survey](#)
[Collection Development Discipline Analysis](#)
[Collection Development Policy](#)
[Construction and Renovation projects](#)
[Fitchburg State University Course Catalog](#)
[Information Technology Organizational Chart](#)
[Library Annual Reports](#)
[Library Collection Development Program website](#)
[Library homepage](#)
[Library Organizational Chart](#)
[Library Strategic Plan](#)
[Reference Collection Development Policy](#)
[Sample of daily helpdesk metrics](#)
[Serials, Journals, Databases and Electronic Collection Development Policy](#)
[Standard 7 IT data first form](#)
[Standard 7 Library data first form](#)
[Student laptop requirements](#)
[Technology Advisory Committee membership and purpose](#)
[Technology homepage](#)
[Wireless network information](#)

Standard 8

[2004 Parking Study](#)
[2008 Parking Study](#)
[2008 Space Utilization Study](#)
[2009 – 2014 University Strategic Plan](#)
[ACUP Climate Commitment](#)
[ADA Transition Plan Report](#)
[Analysis of key metrics of annual IT survey](#)
[APPA levels of cleaning](#)
[Campus Map](#)
[Capital Planning & Maintenance completed projects list](#)
[Capital Planning & Maintenance homepage](#)
[Deferred maintenance annual request](#)
[Deferred maintenance needs IFP project list](#)
[Hammond Renovation Plans](#)
[Master Plan](#)
[New science building DCAM study](#)
[New science building first floor plan](#)

[New science building second floor plan](#)
[New science building third floor plan](#)
[North Street Crime Statistics](#)
[Sightlines presentation](#)
[Standard 8 data first form](#)
[Technology homepage](#)
[Technology Policies and Planning](#)

Standard 9

[ARRA website](#)
[Audited financial statements](#)
[Comprehensive Annual Financial Reports](#)
[December 2010 Campaign Report](#)
[Delta Cost Project](#)
[Finance & Administration homepage](#)
[Finance organizational chart](#)
[Fitchburg State University Mission, Vision and Values](#)
[Flux analysis](#)
[FY2012 Budget Narrative](#)
[IPEDS National Peer Group Comparison](#)
[IPEDS State Peer Group Comparison](#)
[Master Plan](#)
[Ratio Analysis](#)
[Scholarships](#)
[Standard 9 Data first form](#)
[Tables and graphs used in report](#)

Standard 10

[Catalog](#)
[Part-time faculty](#)
[Graduate](#)
[Undergraduate](#)
[www.fitchburgstate.edu](#)
[Student Handbook](#)
[Office of Student Conduct, Mediation and Education's](#)
[Faculty Handbook](#)
[accreditations](#)
[online RN to BSN program](#)
[day](#)
[evening](#)
[graduate](#)
[annual audit reports](#)
[retention and graduation rates](#)
[Institutional Factbook](#)

[President's Report](#)
[archived electronically](#)
[Contact](#)
[Freedom of Information Act](#)
[Massachusetts Public Records Law](#)
[statistics](#)
[federal Clery Act](#)
[notice of availability](#)
[The Point](#)
[Liberal Arts and Sciences curriculum](#)

Standard 11

[G.L. c. 268A](#)
[training](#)
[equity and diversity](#)
[agreement](#)
[professional association's](#)
[groups](#)
[Employee Policies Book](#)
[collective bargaining agreements](#)
[policy page](#)
[policies](#)
[Office of Student Conduct, Mediation and Education](#)
[Student Handbook](#)
[Code of Conduct](#)
[residence halls](#)
[Catalog](#)
<http://events.fitchburgstate.edu/>
[Vision](#)
[Strategic Plan](#)
[mission](#)
[MSCA contract](#)

Student Achievement and Success

The Commission recognizes its dual responsibilities of quality assurance (the public role) and quality improvement (the private role) must be kept in balance. Nowhere is this dual role more in play than in the area commonly summarized by the term ‘student assessment.’ The Commission’s Standards for Accreditation speak to assessment for improving the academic program and services for students (in many places, but especially in 4.44-4.50). At the same time, the Standards speak to the Commission’s public responsibility for ensuring an appropriate level of student success and in making the results used and known – part of its responsibility as being recognized by the federal government as a reliable authority on the quality of education (many places, but especially: 2.5, 4.9, 4.26, 4.46, 4.50, 6.6, and 10.10)

To fulfill these responsibilities and provide a framework for institutions and useful information for teams and the Commission, the Commission has developed two sets of data displays as discussed below. Earlier versions of these forms are being used by a pilot group of institutions completing their fifth year interim reports. This version is based on further review and feedback from the pilot group. The Commission anticipates the material will continue to evolve and welcomes feedback from institutions.

The Commission approaches the goal for institutions to become increasingly explicit in the area of student achievement and success with the following assumptions:

- Given the diversity of institutions, there is no single way to achieve the goal; the system is best served when institutions can choose the method that best fits their approach;
- Greater regularity in how institutions report how they assess student learning and what they are finding out will be useful to institutions, visiting teams, and the Commission;
- It will be useful for all for the Commission to offer clear choices to institutions, with the understanding that the choices presented are subject to alternatives proposed by the institution and changes over time by the Commission, based on its experience;
- The Commission’s approach should not only provide a framework to record how institutions are assessing student learning but also stimulate greater coherence in institutional approaches and greater sharing among institutions.

Institutions are asked to complete two sets of data forms:

Part I: Making Assessment More Explicit (The E-series) asks institutions to select and declare their basic approach to assessment and to summarize their findings. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. The four approaches are:

1. An inventory of program assessment and specialized accreditation
2. The Voluntary System of Accountability (VSA) plus program review
3. Statement of claims for student achievement with supporting evidence
4. Comparison to peers on measures of student achievement and success

Part II: Documenting Student Success (The S-series) provides a format for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission.

These two sets of data forms are further explained and presented, below.

Part I: Making Assessment More Explicit (The E series)

Here institutions are asked to declare their basic approach to having a “systematic and broad-based approach to the assessment of student learning” (4.44), and summarize how the information is used for improvement. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. In all cases, the Commission expects that the alternative selected will provide the institution with the ability to present its assessment at the program and institutional level. The four alternatives are:

- **E1: Inventory:** In this alternative, the institution completes: Part A, an inventory of how programs assess student learning and use the results, and, as appropriate, Part B, an inventory of specialized accreditation. This alternative is based on a system used by the Western Association of Schools and Colleges (WASC).
- **E2: VSA:** Here, the institution commits to the Voluntary System of Accountability (VSA) plus program review. This alternative builds on the system developed by NASULGC and AASCU; because the VSA uses institutional level data, it is augmented for Commission purposes by information on program review. While the system was developed by and for public institutions, for the Commission’s purposes, it may be selected by any institution.
- **E3: Institutional Claims:** Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim. This audit approach provides the institution great flexibility in stating the claims it makes to the public about student learning and student achievement, and developing credible evidence to support the claims.
- **E4: Peer Comparison:** Many institutions already have complex systems to compare themselves with peer institutions, most often on matters of resources and processes; this alternative provides the opportunity to extend those comparisons to outcomes for student learning and success. Here the institution identifies key measures of student success (e.g., transfer or acceptance to graduate school) and compares its level of performance with that of its peers.

Selecting the method: In the periodic reviews, institutions are asked to declare which of the above four methods it wishes to use. Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report preparation process. The Commission staff will review the proposal and confer with the institution.

Using the information in the forms and integrating information into the self-study: Institutions are encouraged to select their approach and complete the forms early in the report preparation process so that they can use the information. The Appraisal section of the report provides a useful opportunity for the institution to reflect both on the success and achievement of its students and on its own progress in understanding what and how students are learning. Similarly, the Projection section affords the institution an opportunity to state its commitment for improvement in the area of assessment.

Option E1: Part a. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
For general education if an undergraduate institution: Liberal Arts & Sciences Curriculum	Yes	http://www.fitchburgstate.edu/assessment	Artifacts of student work from course-embedded assessments are evaluated using institutionally generated rubrics.	The Liberal Arts and Sciences council interprets the evidence each semester.	The data suggested a mismatch between the artifacts of student work being assessed and the outcomes being evaluated. The LA&S council has developed a revised system for approving LA&S courses that requires the identification of appropriate assignments to demonstrate students have met an outcome, and the use of revised rubrics to assess these outcomes.	
LEADERSHIP HONORS PROGRAM	yes		Assessment of students' Thesis projects including any written component as well as a series of on-campus oral presentations are conducted by the project advisors, the honors program director, and honors faculty using a common rubric. As part of their last curriculum	The Leadership Academy Curriculum Committee meets monthly to plan curricular changes, reviews the data from the prior academic year each fall, and implements any necessary changes over the course of the	The Leadership Curriculum Committee revised the Leadership curriculum to address all of the leadership goals. At this point only about one class has gone through the new curriculum. The variety of projects created by students makes it difficult to apply the current standards to all projects.	2007

			revision, the LA&S curriculum committee conducted a matrix analysis of their curriculum to make sure it aligned with their outcomes	academic year.	Faculty on the Leadership Academy Curriculum Committee expressed interest in revisiting the expectations we have for student thesis projects. However this will be delayed until another cohort of data is collected. In addition, assessment may be conducted in earlier courses in the curriculum as well.	
1. BA/BS BIOLOGY	yes	http://www.fitchburgstate.edu/assessment	Embedded assessments in core courses: General Biology I & II, Ecology, Genetics, as well as assessment of capstone projects in Molecular Biology and Developmental Biology. In addition, curriculum mapping analysis is conducted regularly to insure outcomes are covered in core courses.	Evidence is interpreted each semester by the Assessment Committee	Curriculum mapping suggested that outcomes related to content knowledge would all be covered in four core courses: General Biology I and II, Ecology and Genetics. This permitted a curricular revision in which Cell Biology and Developmental Biology were removed as core requirements, thereby helping to simplify the program. In order to insure that students met the outcomes related to skills of scientific inquiry, a capstone research project was required of all students that could be completed through Developmental Biology, Molecular Biology or an independent study.	2007
2. BA/BS BUSINESS ADMINISTRATION	yes	http://www.fitchburgstate.edu/busadmin/documents/Business_Administration_Learning_Outcomes_Tables_apvs6.pdf	As part of their accreditation process they conducted curriculum mapping to determine how the professional competencies are covered	Individual course faculty members assess student learning outcomes in their courses based on identified	Through the process of continuous program review, they have developed a Strategic Plan for 2010-2013. Based on the data collected through the	2008

			<p>across their curriculum. They have developed embedded assignments in required Business courses that are used to assess student learning outcomes related to professional competencies. As one small example, Pre and post-tests of computer literacy and managerial forecasting skills are used in the courses Introduction to Computer Information Systems and Business Fluctuations and Forecasting respectively. Student internship experiences are assessed by supervisors at the midterm and end point. They have also been tracking job offers generated by the internship as another source of evidence of student professional competency. They conduct student satisfaction surveys, graduating student surveys and focus groups to assess perceptions of student professional competencies. They have their curriculum analyzed by a business administration department advisory board to determine if student learning outcomes appear to be met by the curriculum.</p>	<p>thresholds for student performance. The data is shared periodically at Business Department faculty meetings. Individual faculty use the data to revise their own courses, and the department as a whole makes decisions about any necessary program revisions.</p>	<p>program review process they are updating courses in advertising to better meet student needs in the marketing concentration. They are also adding new elements of ethical and international perspectives into departmental courses, and considering making the internship mandatory. Finally, they are developing a comprehensive test of Business knowledge as a new assessment instrument.</p>	
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3. BA/BS COMMUNICATIONS MEDIA	yes	http://www.fitchburgstate.edu/assessment	Internship Portfolio Defense. Each student is interviewed for the internship and will show their portfolio. In addition, each student undergoes a state college performance appraisal.	One member of the student's concentration along with the internship coordinator review each student's internship portfolio. The internship coordinator works with the institutional assessment director to compile the results of the performance appraisals and shares them with the department chair.	The department has made no major changes to its curriculum recently.	2004
4 and 5. BA/BS COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS	yes	http://www.fitchburgstate.edu/assessment	Component grades from embedded assignments in coursework are used to assess student learning outcomes. Students must also complete a survey at the end of each semester. In addition, they have an industrial advisory board that provides feedback on their graduates' ability to meet the necessary learning outcomes. The department has also conducted a curriculum mapping analysis to identify gaps in their curriculum.	The individual faculty administering the assessments collect and analyze the data, and the department curriculum committee analyzes and reviews the data periodically.	They have improved their coverage of outcomes by assigned assessments in a variety of formats (including tests, essays, projects, and surveys). They also developed a standard reporting form for faculty to use which includes reflection on assessment results and actions taken as a result of the assessments. Faculty have made individual changes to their courses to address gaps in student learning outcomes.	2007
6. BA/BS CRIMINAL JUSTICE	yes	http://www.fitchburgstate.edu/assessment/	Use a rubric to assess papers from the Senior Colloquium and from Data Analysis. Collect supervisor feedback on interns. Conduct exit surveys of graduating	The Criminal Justice curriculum committee meets monthly. They are responsible for analyzing the evidence and	They found poor performance on student papers. They have moved to a single paper for assessment to provide added focus on the development of writing skills rather than writing	2009

			seniors and alumni five years out from graduation. Conducted curriculum mapping of learning outcomes onto courses.	implementing necessary curricular changes.	volume. From student work in data analysis they found most students do not understand the difference between independent and dependent variables or causation and correlation. They are introducing an additional course in their sequence: research methods I and II. They had also done a curriculum matrix analysis for accreditation and had found that some of the required knowledge and skills were not being covered in their courses for both tracks so they revised their curriculum to include them.	
7. BA/BS EARLY CHILDHOOD EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All candidates must receive passing scores on the Massachusetts Test of Educator Licensure Communication and Literacy Subtest as well as any additional test(s) for the license they are seeking prior to admission to the teaching Practicum. In addition, in the Practicum, candidates are evaluated using the Practicum Observation Report Forms, Lesson Plan Rubrics, Candidate Disposition Forms, Teacher Work Sample Rubric, and Preservice Performance Assessment for the work completed during the Practicum. Student	Education Unit Assessment Committee meets throughout the year to review the prior year's assessment data and make recommendations	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to relatively low MTEL scores, instituted a requirement that students must take seminars for the Comm. and Literacy subtest within their first semester in the program if they have not already passed the test. In addition, Beginning in May 2010, the Education Department began to intentionally offer Early Childhood MTEL (Massachusetts Teacher	2011

			<p>outcomes are also assessed through graduating student surveys, alumni surveys and constituent surveys. In addition, representatives met with constituents, in particular supervising practitioners and colleagues who work with university students who have diverse backgrounds, to obtain feedback about aspects of the program.</p>		<p>Educator Licensure) preparation sessions for the Foundations of Reading and Early Childhood content tests on two consecutive Saturdays each semester in order to accommodate the schedule of our candidates and to help them prepare for these broad and challenging exams.</p> <p>In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses. A core course, "Diversity and Disabilities", was created for all early childhood teacher candidates.</p> <p>Data indicated that early childhood teacher candidates were challenged by the math requirements and faculty were concerned over the comprehensiveness of the existing University math courses and how well they aligned with the preparation needs of our candidates. To address this concern Education faculty collaborated fully with University Math faculty to create 3 new math courses –</p>	
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					<p>Informal Number Theory, Informal Math Modeling, and Informal Geometry.</p> <p>Faculty also noticed some lack of clarity in the relationship between learning goals and assessment tools on the Teacher Work Sample, and some weakness in areas of analysis of student learning and the appropriate use of technology. To improve in this area the early childhood faculty recently embedded Teacher Work Sample components into Education courses starting from the beginning of a candidate's program and in subsequent key courses leading up to the practicum.</p>	
<p>8 and 9. BA/BS EARTH SYSTEMS SCIENCE and GEOGRAPHY</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/geophysci/</p>	<p>Embedded assessments in upper division courses include proficiency quizzes that require students to demonstrate mastery of content knowledge and some skills. In addition, most of these courses require students to generate manuscripts synthesizing findings in the primary literature related to a topic in earth systems science. They present their findings orally to the class and are videotaped. These student artifacts are assessed. The</p>	<p>Initial interpretation of student learning outcomes is conducted by the course instructor. The assessment committee reviews the assessment instruments used by instructors and will review the data from these assessments. The department is considering using GEOG 4700 "Geographic Perspectives on</p>	<p>While the change has not been formally made yet, the department has recognized a potential gap in student preparation for students under their new curriculum with regard to the writing of manuscripts and will be addressing this through new course requirements.</p>	<p>2008</p>

			department also conducted a curriculum alignment analysis to assess the coverage of student outcomes across courses in their new curriculum.	Conservation” as the locus of a major portion of advanced student assessment.		
10. BA/BS ECONOMICS	yes	http://www.fitchburgstate.edu/assessment	They developed a common rubric that is used to assess student work at the “principles” stage during the course Principles in Economics, at the intermediate stage in the courses Intermediate Microeconomics, Intermediate Macroeconomics, International Economics, and International Finance, and at the final stage in any other upper level elective. They also conduct exit surveys and alumni surveys to assess student perceptions about their knowledge and skills from the program.	One of the economists takes responsibility for heading up assessment and collects and analyzes the data with the cooperation of the two other economists	No data has been used to make changes. However, the department has recently implemented a revised international business and economics concentration (previously housed in the business department) and is evaluating its effectiveness.	2009
11. BA/BS ELEMENTARY EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All candidates must receive passing scores on the Massachusetts Test of Educator Licensure Communication and Literacy Subtest as well as any additional test(s) for the license they are seeking prior to admission to the teaching Practicum. In addition, in the Practicum, candidates are evaluated using the Practicum Observation Report Forms,	Education Unit Assessment Committee meets throughout the year to review the prior year’s assessment data and make recommendations	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to relatively low MTEL scores, instituted a requirement that students must take seminars for the Comm. and Literacy subtest within their first	2011

			<p>Lesson Plan Rubrics, Candidate Disposition Forms, Teacher Work Sample Rubric, and Preservice Performance Assessment for the work completed during the Practicum. Student outcomes are also assessed through graduating student surveys, alumni surveys and constituent surveys. In addition, representatives met with constituents, in particular supervising practitioners and colleagues who work with university students who have diverse backgrounds, to obtain feedback about aspects of the program.</p>		<p>semester in the program if they have not already passed the test. In addition to the creation of a new course, Strategies in Reading Instruction, an Education Department faculty member with expertise in teaching reading has created a workshop to prepare candidates for the Foundations Reading MTEL. One area identified as an area where candidate performance needed to improve was that of mathematics content knowledge and skills. Prior to the implementation of the General Curriculum Mathematics Subtest in January 2009, the Education Department and the Mathematics Department met on a regular basis to plan courses that would prepare candidates for this new MTEL. All elementary education majors are now required to take three mathematics courses (MATH 1500 Informal Number Theory, MATH 1600 Informal Math Modeling, and MATH 2000 Informal Geometry) that prepare them for the Mathematics Subtest as well as provide them with the content knowledge to teach mathematics to</p>	
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					<p>elementary students. Finally, in response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses. The faculty also created new required courses in Diversity and Disabilities, Strategies in Reading Instruction, Classroom Behavior Support, Assessment for Instruction, On-site Field Immersion, and Collaboration: Coteaching, Building Communities, & Working with Families.</p>	
<p>12. BA/BS ENGLISH STUDIES</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/assessment</p>	<p>Senior Portfolio review has been used to assess all students' ability to differentiate between and analyze a variety of genres. In addition, the senior portfolio has been used to assess specific objectives for students in the literature and professional writing tracks.</p>	<p>The assessment committee meets once each semester to review and assess student portfolios using the departmental rubric. The committee summarizes and discusses the data and shares their summary with the department as a whole.</p>	<p>They have found that the theater track students are not as strong in analysis of other genres, and students in professional writing are not as strong in that area or poetry. While they have yet to implement any major changes to the professional writing track in response to this data, they have modified the theater track to include more text analysis. In keeping with this inter-track focus they have also changed their name to English Studies. They have seen an increase in N/A rankings for one or another of the genres</p>	<p>2005</p>

					in their portfolio. In response, they've required the capstone course of all students to make the assembly of the student portfolio and their collection of data more strongly emphasized. The English Department has also begun to assess the lower level course, Approaches to English in order to monitor their impact on student learning from an earlier point.	
13. BA/BS EXERCISE SCIENCE	yes	http://www.fitchburgstate.edu/assessment	Curriculum Mapping was used to determine alignment of outcomes with their courses. They are currently assessing program goals of competency in health related fitness testing. Students in exercise testing and prescription have 2 faculty observe them while they are going through the battery of fitness tests. They are also assessing exercise programming for healthy populations in the course Strength and Conditioning, in which students select the kind of program they want to put together. In the past they have done assessments of verbal and written communication and will do so again in the future.	They don't have a separate assessment committee. The whole department discusses these matters. Two faculty assess each artifact. Department Meetings are every couple of weeks, and assessment is discussed at many of those meetings. Results of assessments are shared at department meetings.	They identified relative weakness in classification/interpretation of health related fitness testing, and softness across the board in exercise programming for healthy populations. Knowing this helped them to rethink texts, assignments, and teaching strategies in those areas. They have also revised their data collection process over the years. In the past they had different categories for each test and didn't have all students do the same test, but now students are all doing the same assessments. They have also modified their verbal communication rubric to get more appropriate data. They used the data from that rubric to suggest that they need to integrate these verbal communication skills earlier	2004

					in their coursework. Another specific data finding was that students weren't doing a good job of measuring blood pressure. They have added it to classes, doing a lab on it and purchasing new stethoscopes.	
14. BA/BS HISTORY	yes	http://www.fitchburgstate.edu/assessment	In HIST 4500 They use a Senior Seminar Research Paper Rubric to assess their 9 History outcomes and the HIST 4500 Exit Survey as an indirect measure of student learning outcomes.	The research papers are assessed by the course instructor and the data from the rubrics and surveys are compiled by the assessment coordinator. Historians in the Department of Economics, History and Political Science all meet to analyze the data each spring.	The exit survey was administered electronically and outside of class time in the Fall of 2009, and they had only six student respondents. Henceforth, the survey will be administered in class in order to ensure a higher return rate. They have also shifted their approach to analyzing the data so that they are looking for patterns across years rather than absolute numbers from year to year. Based on poor performance in some areas, they have committed to focus use of the department blackboard website on sharing assignment ideas in area that were weak. They also have planned to run two sections of History 2000 Historical Methods and History 4500 senior seminar so that they can cap enrollment at 15 to better focus on research skills. They have also adopted department-wide a common writing guide to history to insure more consistency in citations.	2005

					Finally, they have planned a series of faculty meetings to discuss the curricular issues they are encountering.	
15. BA/BS HUMAN SERVICES	Yes	http://www.fitchburgstate.edu/assessment/	Evaluation of Competencies in Case Management Practicum and Internship. Supervisor's Evaluation of competencies in the Internship. Community-Based Human Services Agency Survey, Graduate Survey, Student Survey. Conducted a curriculum mapping analysis of all the human services courses. For all core courses with practicum attached students need to get at least a 2.5 on practicum part. In the event a student is not meeting the requirements, a Human Services Review committee then meets with the student and the review extends beyond their GPA. This can include a corrective action plan or dismissal.	Human services curriculum committee meets monthly and looks at the results. There is also a human services advisory board that meets every semester.	Course topics including person-centered planning and strength-based interventions have been integrated into the courses based on data from agency managers. The advisory board is also making recommendations about the research methods course to better prepare students to meet agency needs. Curriculum mapping data has allowed them to avoid duplicating information and provide a more in depth look at diversity in their professional issues in human services course. Finally, they have brought the site supervisor evaluations to the advisory board for revision.	2011
16. BA/BS INDUSTRIAL TECHNOLOGY	In Process	http://www.fitchburgstate.edu/assessment	They are collecting data in the internship on student learning outcomes. They are still in the process of defining the types of data for some concentrations while piloting data collection in others. This includes evaluating engineering designs and	The curriculum committee is responsible for developing and assessing learning outcomes, and the responsibility is divided among the faculty based on the concentration in	The curriculum committee has been exploring ABET technology accreditation for many but not all of their programs. Of their programs, only Technical Theatre Arts does not seem to align well with existing accreditation categories offered by ABET and this would allow	2007

			prototypes. For instance, in the courses Architectural Design II (ITEC 3460) and Architectural Professional Practice (ITEC 4470), the department assesses student portfolios of work.	which they work.	adoption of the related ABET standards. Course offerings are being reviewed relative to these standards	
17. BA/BS INTERDISCIPLINARY STUDIES	No		Student projects from the interdisciplinary capstone course are assessed for mastery of learning outcomes. The program has also done individual course outcomes assessment and evaluation. In addition, undergraduates in the Interdisciplinary Studies concentrations for the Education programs are assessed through the Massachusetts Test for Educator Licensure.	The capstone faculty sponsor assesses the capstone project and course instructors assess individual course outcomes. The data is shared with the IDIS coordinator who is responsible for developing proposals to be reviewed by discipline-specific committees and the Humanities curriculum committee.	Changes to Education Interdisciplinary Studies curriculum have been made in order to better serve pre-service teachers as they prepare to teach content dictated by the Massachusetts Curriculum Frameworks and to pass the Massachusetts Test of Educator Licensure (MTEL)	
18. BA/BS MATHEMATICS	yes	http://www.fitchburgstate.edu/assessment	Assessment of course embedded student work that is aligned with the department's technology goal as well as their presentations goal through oral and poster presentations. They are currently also piloting assessment of the reading and writing mathematically outcome.	The departmental assessment subcommittee analyzes and interprets student data each semester. The summarized results are shared with the department as a whole at department meetings.	The labs used in Calculus I and II have been updated since they began the review of the Technology outcome. In some labs they have become more explicit about what students must write with regard to technology. In addition, some labs have been modified to be more open-ended. In addition, each of the rubrics have been refined based on their initial use with student work.	2006
19. BA/BS MIDDLE SCHOOL	Yes	http://www.fitchburgstate.edu/assessment	All candidates must receive passing scores on the Massachusetts Test of	Education Unit Assessment Committee meets	Refined assessment instruments to create better clarity in items and,	2011

EDUCATION			<p>Educator Licensure Communication and Literacy Subtest as well as any additional test(s) for the license they are seeking prior to admission to the teaching Practicum. In addition, in the Practicum, candidates are evaluated using the Practicum Observation Report Forms, Lesson Plan Rubrics, Candidate Disposition Forms, Teacher Work Sample Rubric, and Preservice Performance Assessment for the work completed during the Practicum. Student outcomes are also assessed through graduating student surveys, alumni surveys and constituent surveys. In addition, representatives met with constituents, in particular supervising practitioners and colleagues who work with university students who have diverse backgrounds, to obtain feedback about aspects of the program.</p>	<p>throughout the year to review the prior year's assessment data and make recommendations</p>	<p>therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to relatively low MTEL scores, instituted a requirement that students must take seminars for the Comm. and Literacy subtest within their first semester in the program if they have not already passed the test. Finally, in response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.</p>	
20. BA/BS NURSING	yes	http://www.fitchburgstate.edu/nursing/ugrad_program.cfm	<p>Student performance on the Nursing licensure examination is monitored regularly. This includes a detailed NCLEX performance report. In addition, students are required to take the Health Education Systems</p>	<p>The Nursing Program Evaluation Committee consisting of faculty uses the Program Evaluation Map to manage the review of student learning outcomes. The Program</p>	<p>Relatively low performance on the NCLEX caused the department to require students to score 850 or higher on the HESI exam as a requirement for the Nursing capstone course. In addition, the program implemented a required Don</p>	<p>2005 Submitted continuous improvement progress report June 1 2011.</p>

			<p>Information Exams at the sophomore, junior and senior level to insure that students are meeting the outcomes of the department. Finally, students complete surveys in TK20 to self report their achievements in terms of the program's terminal outcomes, grade level outcomes and specific course outcomes. They also conduct clinical evaluations during sophomore and junior year and students complete a senior portfolio in which they document how they have met the terminal outcomes. The department also administers alumni and employer surveys.</p>	<p>Evaluation Map identifies the faculty members responsible for developing reports on each component of the assessment system on a schedule determined by the program evaluation map. Individual faculty or department of nursing committees generate continuous quality improvement reports in accordance with the Program Evaluation Map requirements and these reports are reviewed by all the faculty of the program at the annual program evaluation workshop.</p>	<p>Anderson NCLEX review course of all students prior to registration for the NCLEX. In addition the nursing program required a 2.5 gpa in all the sciences and nursing programs. They also required that all students pass the accuplacer with an 82 or complete basic math I and II in order to remain in the major. In addition, their student surveys in TK20 revealed that students reported poor understanding of ethics. In response, the curriculum committee implemented an ethics book requirement and a required course in philosophy of human nature or contemporary ethical problems. They have begun to map ethics content in nursing courses along with analyzing further data from student surveys. Finally, the program is undergoing further curriculum mapping because they have just revised their terminal outcomes to conform with the new Commission on Collegiate Nursing Education Essentials of Baccalaureate Education for Professional Nursing Practice.</p>	
21. BA/BS OCCUPATIONAL/		James Alicata			They have incorporated more writing requirements into their coursework	

VOCATIONAL EDUCATION					because this was an area of weakness. Haven't fully integrated the lesson plan rubric yet. In 2003 there were new courses for licensure. They cut it from 12 to 7.	
22. BA/BS POLITICAL SCIENCE	yes	http://www.fitchburgstate.edu/assessment	Students complete a reflective portfolio as part of the senior seminar course that describes how their work satisfies the outcomes. The artifacts in the portfolio is conducted	All of the political scientists meet in the spring semester to analyze the data. Following the completion of the senior seminar course, the Political Scientists each individually review the portfolios and score each student's portfolio according to the established rubrics. They then meet several times to discuss what has been learned from the process and to plan to address issues that arise.	Incomplete portfolios in the first year of the assessment system and incomplete rubric data in the second year have led them to increase their emphasis in courses and advising on assembling portfolios throughout the students' academic career. In particular students are now advised to take their research methods and statistics course work earlier in their careers so they have sufficient documentation and preparation when they take the senior seminar course. To accommodate this, research methods will now be offered every year and along with statistics will become prerequisite courses for the senior seminar. In addition, due to poor student knowledge about comparative political institutions and processes, they will be requiring Political Systems of the Modern World and one upper level American elective.	2005

23. BA/BS PSYCHOLOGICAL SCIENCE	yes	http://www.fitchburgstate.edu/assessment/	Used to conduct a Portfolio Review of the portfolio developed during a 1 credit course. This included a resume, and final papers from History and Systems and Experimental Psychology. For their program review they also developed a survey of students and faculty. In place of the portfolio review they have developed a rubric that they will be using to assess Experimental Psychology papers, the capstone course of their research sequence in which students must conduct an independent project. They have also implemented the ETS field test in Psychology as an assessment of student learning outcomes. The ETS is administered in the History and Systems course. Finally, they completed curriculum mapping of the APA guidelines and their own related learning outcomes.	Psychological Science Program curriculum committee reviews assessment data and meets once or twice a month. They also have May retreats to analyze assessment evidence.	Because the portfolio analysis was not providing the data they needed, they made the switch to the ETS major field test in Psychology along with a rubric assessment of student research projects. They also dropped the seminar requirement for students as this was no longer needed as a course in which students developed portfolios. They have developed pairs of content courses that are assessed on ETS and follow APA guidelines. This was in response to their curriculum analysis which revealed that students got through the program without taking the necessary breadth of courses in the psychological sciences.	2007
24. BA/BS SOCIOLOGY	yes	http://www.fitchburgstate.edu/assessment	Conduct course embedded assessments of student learning outcomes. They have conducted a curriculum mapping analysis to insure that their outcomes are taught and assessed in their program. In addition, they use	The Sociology curriculum committee meets once or twice a month and reviews assessment data.	They continue to develop the assessment system and have recently changed the rating system for their rubrics. They are considering implementing a capstone course for Sociology majors.	2010

			alumni and graduating student surveys to evaluate student learning outcomes.			
25. BA/BS SPECIAL EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All candidates must receive passing scores on the Massachusetts Test of Educator Licensure Communication and Literacy Subtest as well as any additional test(s) for the license they are seeking prior to admission to the teaching Practicum. In addition, in the Practicum, candidates are evaluated using the Practicum Observation Report Forms, Lesson Plan Rubrics, Candidate Disposition Forms, Teacher Work Sample Rubric, and Preservice Performance Assessment for the work completed during the Practicum. Student outcomes are also assessed through graduating student surveys, alumni surveys and constituent surveys. In addition, representatives met with constituents, in particular supervising practitioners and colleagues who work with university students who have diverse backgrounds, to obtain feedback about aspects of the program.	Education Unit Assessment Committee meets throughout the year to review the prior year's assessment data and make recommendations	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to relatively low MTEL scores, instituted a requirement that students must take seminars for the Comm. and Literacy subtest within their first semester in the program if they have not already passed the test. Finally, in response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	2011
26. BA/BS TECHNOLOGY	yes	http://www.fitchburgstate.edu/assessment	All candidates must receive passing scores on the Massachusetts Test of	Education Unit Assessment Committee meets	Refined assessment instruments to create better clarity in items and,	2011

EDUCATION			<p>Educator Licensure Communication and Literacy Subtest as well as any additional test(s) for the license they are seeking prior to admission to the teaching Practicum. In addition, in the Practicum, candidates are evaluated using the Practicum Observation Report Forms, Lesson Plan Rubrics, Candidate Disposition Forms, Teacher Work Sample Rubric, and Preservice Performance Assessment for the work completed during the Practicum. Student outcomes are also assessed through graduating student surveys, alumni surveys and constituent surveys. In addition, representatives met with constituents, in particular supervising practitioners and colleagues who work with university students who have diverse backgrounds, to obtain feedback about aspects of the program.</p>	<p>throughout the year to review the prior year's assessment data and make recommendations</p>	<p>therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to relatively low MTEL scores, instituted a requirement that students must take seminars for the Comm. and Literacy subtest within their first semester in the program if they have not already passed the test. Finally, in response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.</p>	
27. CAGS EDUCATIONAL LEADERSHIP AND MANAGEMENT	yes	http://www.fitchburgstate.edu/assessment	<p>The Educational Leadership and Management assessment system includes a portfolio assessment, comprehensive examination, professional development growth plan case study, the practicum-internship field experience</p>	<p>Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and</p>	<p>The Alumni Survey may prove to be the most important assessment in terms of furnishing actionable data. The fact that some candidates have expressed a need to know more about how to utilize data-based research</p>	2011

			<p>evaluation, alumni and employer surveys, and action research, community relations and vision statement projects. In addition, like other programs in the education unit, students are evaluated using the candidate dispositions form.</p>	<p>distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>strategies will be addressed in the course Dynamics of Planned Change. Community Relations instructors are revising their course offerings in response to the candidates' desire to learn more about outreach aimed at business, religious, political and service organizations; how to use school resources and social service agencies to serve the community; and how to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. Collegial Supervision faculty will respond to the finding that candidates are getting lower ratings on their understanding of the range of professional training programs and providers for prospective teachers. Through two successive program reports it has been shown that "stewarding a vision" is an area that candidates, though knowledgeable and therefore rated at acceptable levels, are lacking when application of this skill is required. Additionally, many candidates have not reached that higher target or distinguished level in their</p>	
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					<p>practicum work in the areas of personnel selection, supervision, and evaluation; plant facilities and equipment management; and fiscal management and policies and procedures. University supervisors for the practicum have been made aware of this and are encouraging site supervisors and the schools in which they work to find hands-on experiences in these areas.</p>	
28. CAGS INTERDISCIPLINARY STUDIES	No		<p>Advanced Research Course requires that they complete a research proposal. Advanced Research Methods. Then they complete a thesis or action research project. Only one has done a thesis this is defined by the thesis handbook. Students complete the Action research in their schools.</p>	<p>A special committee consisting of Angela Palmer, Shirley Wagner, Elaine Francis and Harry Semerjian.</p>	<p>Went through a major overhaul in May of 2006. Prior to that time graduate students would simply take 5 courses in one area and 5 courses in another area and then do a research project. However, they have changed the curriculum to require a critical inquiry course and an advanced research course. That course would lay out the research that would have to be done. The research is completed</p>	2006
29. MA BIOLOGY	yes	<p>http://www.fitchburgstate.edu/assessment</p>	<p>MA Biology student's understanding of Biological inquiry and specific research methodologies are assessed through a research proposal developed in Seminar in Biology and a final research paper prepared in the course Research in Biology. Furthermore their</p>	<p>Individual faculty for the courses Seminar in Biology, Research in Biology, and Bioethics evaluate student work products. These same faculty members are standing members of the Graduate Curriculum Committee that</p>	<p>Since the last program review in 2007, the MA Biology program has experienced very low enrollment and the Graduate Curriculum Committee has been reluctant to modify the curriculum based on such a small sample size of students. However, the same committee reviews the data from the MAT Biology</p>	2006

			understandings of the intersection between Biology, society and social issues are evaluated through an oral presentation in the course Bioethics.	evaluates the findings and makes curricular recommendations.	student and limitations in their research presentations suggest the need to provide more explicit instruction in research design and quantitative analysis. A new course of this kind is under development.	
30. MA ENGLISH	yes	http://www.fitchburgstate.edu/assessment	Currently they assess graduate students at three key points during the course of their study. Students are assessed at the 15-hour stage, whereby students are required to commit to either the MA or MAT. For the majority of those students pursuing the MA degree, they either complete the program by fulfilling 33 required credit hours or by completing 27 credit hours and writing a master's thesis for an additional six credits. While the thesis provides a valuable tool for assessing student learning, it does not provide data on all students because not all of the students complete the thesis. In order to attempt to capture data on student outcomes for all students, the department conducts an alumni survey.	Results of outcomes assessment are evaluated by the Graduate Curriculum Committee.	The department's recent alumni survey netted seven responses from recent graduate student alumni. The results reveal general satisfaction with the variety and depth of our courses and instruction. One area that needs to be addressed, however, is the number of MA students who go on to teach in post secondary institutions, but who have had no formal foundation in teaching the courses they are often expected to teach—first-year writing and basic writing—courses that comprise the adjunct's usual teaching assignments. The Graduate Program's two courses that do focus on teaching college writing, Composition Theory and Practice and Teaching College Writing should be courses, if not required for all, then strongly recommended for them to take in order to prepare them for the real demands of the composition classroom.	2006

31. MA HISTORY	yes	http://www.fitchburgstate.edu/assessment	<p>MA students must either produce a thesis or pass an oral comprehensive exam.</p> <p>MA students completing the thesis track are required to produce a thesis at the end of their studies, through which they demonstrate their advanced knowledge of history, the ability to analyze and interpret historical evidence, as well as their command of process of writing history at a high level. Their knowledge, intellectual ability, and verbal facility are further tested at an oral defense of their thesis.</p> <p>MA students completing the non-thesis track are required to pass a comprehensive exit oral exam, through which they demonstrate their advanced knowledge in three different historical areas acquired through coursework.</p>	<p>The thesis committee for each student is responsible for assessing the thesis and oral defense.</p> <p>The oral exam committee for each student is responsible for assessing the oral exam.</p> <p>The Graduate Curriculum Committee discusses any issues related to student performance on these assessments and makes recommendations for curricular change</p>	<p>Written guidelines and procedures supporting the thesis have been significantly revised in light of student performance on the thesis. The Curriculum Committee concluded that it was important that prospective thesis students begin by writing a detailed thesis proposal, and that this proposal be vetted by all committee members, not simply the chair. New thesis proposal guidelines were drafted. The Committee also clarified expectations regarding the timeline for completion.</p>	Spring 2011
32. MAT BIOLOGY	yes	http://www.fitchburgstate.edu/assessment	<p>Candidates are assessed on their content knowledge through the Massachusetts Test for Educator Licensure, the Biology Research Project and the Scientific Knowledge Portfolio Module. Embedded assessments in</p>	<p>Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and</p>	<p>Overall the assessment data suggest that we may not be preparing our students as well as we would hope, particularly in the areas of scientific inquiry, including the use of mathematics, the assumptions, goals and values of science and the</p>	2011

			<p>the course Advanced Methods in Teaching Science assess candidate professional and pedagogical knowledge and skills through lesson plans, lab safety plans, and philosophy of science teaching. In addition, the Action Research Teacher Work Sample that candidates develop as part of their capstone practicum or action research internship is assessed in terms of their understanding of contextual factors in the science classroom, appropriate instructional design and modifications, assessment of student learning and reflection on their teaching. Furthermore, those candidates completing the practicum are assessed using the observation report form, lesson plan rubric, and preservice performance assessment, and also complete an exit survey. All candidates are also assessed using the candidate disposition form and surveys are conducted of alumni and local school personnel.</p>	<p>distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>applications of science. Of these areas, scientific inquiry and the use of mathematics raise the greatest concerns because they showed up as areas of weakness on two separate assessments. We are currently undergoing a curricular revision at the graduate level that will address in particular the need to better teach inquiry skills including the use of mathematics to all of our students.</p> <p>Program faculty members have also reviewed the data from our assessments of pedagogical and professional knowledge, skills and dispositions. It was not surprising but still disturbing to find that the same standard for which our candidates struggled on the content assessments, scientific inquiry, was also the area in which none of them prepared lesson plans that comprehensively met the standard. We hope that the curricular modifications discussed above will help prepare candidates to better plan lessons focused on scientific inquiry, but we will also improve our coverage of this topic in the Methods courses. The Methods courses recently underwent two major</p>	
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					<p>revisions that we hope will improve candidate outcomes in professional knowledge, skills, and dispositions in the future. The first modification was to introduce a strong emphasis on the <i>Understanding by Design</i> model for curricular planning into the courses. The process of <i>Backwards Design</i> utilized in this model is being implemented and encouraged across our Education Unit and across the country. This model stresses among other things the two areas in which our students scored lowest during the practicum, providing clear objectives and relevant measurable outcomes, and identifying pre-requisite skills, concepts and vocabulary.</p> <p>The second major revision to the Methods course was the inclusion of a safety plan as part of the safety test assessment. The development of the prompt and rubric for this safety plan was a direct response to increased focus by the NSTA on documenting candidate safety practices. This will allow us going forward to more thoroughly document our candidate knowledge, skills and dispositions related to insuring student</p>	
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					<p>safety and welfare. Not only do candidates develop a safety plan in the Methods course, but during their Practicum, candidates must develop a revised safety plan appropriate for their classroom and submit this plan as part of their pre-service performance assessment. By using a common rubric across the two assessments, we will be able to better document that candidates not only understand and plan for student safety and welfare, but carry out safe practices in the classroom.</p>	
<p>33. MAT ENGLISH PROFESSIONAL LICENSURE</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/assessment</p>	<p>Students majoring in the MAT Program are required to participate in a clinical experience and/or an internship, a component of the program's outcomes assessment for their initial licensure. Additionally, MAT students are required to engage in pedagogical research projects as part of the fulfillment of the degree requirement. The action research project is evaluated to assess whether candidates meet the programs learning outcomes. In addition, as in all programs in the Education Unit, students complete exit surveys, and</p>	<p>Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program</p>	<p>Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.</p>	<p>2011</p>

			surveys are conducted of alumni and local school personnel.	changes are developed in consultation with the graduate curriculum committee.		
34. MAT HISTORY	yes	http://www.fitchburgstate.edu/assessment	Candidates are assessed using the Massachusetts Test for Educator Licensure, the lesson plan rubric, practicum evaluation form, teacher work sample, observation report, NCSS thematic standards evaluation, and candidate dispositions form. In addition as with all programs in the Education Unit, students complete exit surveys, and surveys are conducted of alumni and local school personnel.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	The data from the Lesson Plan, Practicum Evaluation Report, Teacher Work Sample (TWS), Observation Report, and Disposition Assessment indicate that, overall, the program successfully prepares teacher candidates to teach history. However, the data does suggest there are areas in need of improvement, including design of essential questions and making lesson objectives clear to students; more consistent use of lesson closures; adapting and differentiating instruction; and use of technology. The following steps have been or will be taken to address these problems: <ul style="list-style-type: none"> • As described above, beginning with enrollments for fall semester 2009, program MTEL and GPA requirements for admission to Secondary Education programs and to the Practicum became pre-requisites for Secondary Education courses. Among other things, this change has enabled better use of the methods course to prepare candidates for actual 	2011

					<p>teaching, rather than for passing the licensure exam. This year (Fall 2010) the program placed students with supervising practitioners with whom they intended to complete the practicum, an approach not previously possible when candidate eligibility for the practicum was often not determined until immediately prior to the practicum beginning. This change has facilitated the development of stronger relationships between teacher candidates and cooperating practitioners. Based on anecdotal evidence, candidates are more comfortable taking the initiative to consult with practitioners, and to teach in the classroom (all candidates are required to teach at least one lesson during the pre-prac). With this foundation in place, it will be possible to address specific teaching issues such as those identified above simultaneously and collaboratively in the methods course, and in the field.</p> <ul style="list-style-type: none"> • In Fall 2010, the program significantly revised the History methods course, doing away with a textbook and instead structuring the 	
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					<p>course around a series of learning activities. This enabled us to focus more in depth on Understanding by Design, which emphasizes the use of essential questions, and Differentiating Instruction.</p> <ul style="list-style-type: none"> • Use of technology has been an on-going challenge for the entire Education Unit and needs to be addressed at two levels: 1) placement of candidates at school sites with adequate instructional and learning technology resources, and 2) to improvement of candidate ability to design instruction that makes effective use of technology. The program has addressed the second problem by revising Methods to include a greater emphasis on teaching with technology. We focused on history resources available on the Web. We also plan on introducing material and activities that address the use of social media in the classroom. The first problem is more difficult to address. Our primary partner, Fitchburg High School, continues to remain deficient in classroom technology. Yet, the school remains a desired placement due to the close working relationship with the university, the 	
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					<p>exemplary supervising practitioners, the high level of diversity, and the high incidence of ELL's. We are exploring ways to ensure that all candidates have at least one placement that allows them to observe effective use of technology. This year (AY 2010-2011), as part of the new process of placing methods students with cooperating practitioners with whom they might complete both the pre-prac and the practicum, the program has aggressively expanded its pool of cooperating practitioners/school sites to include schools better equipped with classroom technology.</p>	
<p>35. MASTERS OF BUSINESS ADMINISTRATION</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/assessment</p>	<p>As part of their accreditation process they conducted curriculum mapping to determine how the professional competencies are covered across their curriculum. They have developed embedded assignments in required Business courses that are used to assess student learning outcomes related to professional competencies. Student internship experiences are assessed by supervisors at the midterm and end point. They have also been</p>	<p>Individual course faculty members assess student learning outcomes in their courses based on identified thresholds for student performance. The data is shared periodically at Graduate Curriculum Committee meetings. Individual faculty use the data to revise their own courses, and the department as a whole makes decisions about any</p>	<p>Through the process of continuous program review, they have developed a Strategic Plan for 2010-2013. Based on the data collected through the program review process they are updating courses in advertising to better meet student needs in the marketing concentration. They are also adding new elements of ethical and international perspectives into departmental courses, and considering making the internship mandatory.</p>	<p>2008</p>

			tracking job offers generated by the internship as another source of evidence of student professional competency. They conduct student satisfaction surveys, graduating student surveys and focus groups to assess perceptions of student professional competencies. They have their curriculum analyzed by a business administration department advisory board to determine if student learning outcomes appear to be met by the curriculum.	necessary program revisions.		
36. MED ARTS EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	In process, to be completed in 2012

				developed in consultation with the graduate curriculum committee.		
37. MED CURRICULUM AND TEACHING	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	In process, to be completed in 2012
38. MED EARLY CHILDHOOD EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit	Candidates struggled with modifications, accommodations, and differentiation for a diverse student body in their planning and implementation of instruction and assessment. Some immediate actions included more specific descriptors in	2011

			<p>appropriate Massachusetts Test for Educator Licensure subtests.</p>	<p>meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>the rubrics to encourage candidates to pay more attention to these elements of their work. Additionally, they revised the program of study to include a course, SPED 7650 Including Students with Disabilities in Regular Education. Other areas that challenged Early Childhood Education candidates were motivating young children, readying students, and activating prior knowledge, both in designing instruction (Lesson Plan) and in implementing the instruction (Observation Report). This revealed itself particularly in the pacing of a lesson during implementation. Additionally, the need for candidates to improve on giving feedback to students in regard to their learning during the lesson corresponded to this same area of struggle in their lesson planning. To improve these areas, instructors of methods courses will be providing opportunities for candidates to practice implementation of these crucial aspects of a lesson plan in the university classroom for feedback, using the Observation Report form.</p>	
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<p>39. MED EDUCATIONAL LEADERSHIP AND MANAGEMENT</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/assessment</p>	<p>The Educational Leadership and Management assessment system includes a portfolio assessment, comprehensive examination, professional development growth plan case study, the practicum-internship field experience evaluation, alumni and employer surveys, and action research, community relations and vision statement projects. In addition, like other programs in the education unit, students are evaluated using the candidate dispositions form.</p>	<p>Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>The Alumni Survey may prove to be the most important assessment in terms of furnishing actionable data. The fact that some candidates have expressed a need to know more about how to utilize data-based research strategies will be addressed in the course Dynamics of Planned Change. Community Relations instructors are revising their course offerings in response to the candidates' desire to learn more about outreach aimed at business, religious, political and service organizations; how to use school resources and social service agencies to serve the community; and how to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. Collegial Supervision faculty will respond to the finding that candidates are getting lower ratings on their understanding of the range of professional training programs and providers for prospective teachers. Through two successive program reports it has been shown that "stewarding a vision" is an area that</p>	<p>2011</p>
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					<p>candidates, though knowledgeable and therefore rated at acceptable levels, are lacking when application of this skill is required. Additionally, many candidates have not reached that higher target or distinguished level in their practicum work in the areas of personnel selection, supervision, and evaluation; plant facilities and equipment management; and fiscal management and policies and procedures. University supervisors for the practicum have been made aware of this and are encouraging site supervisors and the schools in which they work to find hands-on experiences in these areas.</p>	
40. MED ELEMENTARY EDUCATION (INITIAL LICENSURE)	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the	Unit faculty are working to align all program courses to the MTEL objectives and the Curriculum Standards, which will insure that the program addresses all content standards and will lead to improved candidate content knowledge and performance. They have placed an emphasis on using content identified in the MTEL objectives to teach the method courses. In addition, the Unit has worked with the University Tutoring Center to establish free workshops to prepare candidates for the	2011

				graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	<p>MTELS. To accommodate the schedules of graduate candidates, the Unit worked with the Tutoring Center to provide MTEL preparation workshops during the evening. In addition, an Education Department faculty member with expertise in teaching reading has created a workshop to prepare candidates for the Foundations Reading MTEL, and this workshop is offered on Saturdays to better accommodate candidate schedules. The Graduate advisors are discussing with candidates their content knowledge strengths and weaknesses, advising them how to best prepare for the MTELS, and advising candidates to begin taking the MTELS as soon as they are prepared, even though they may not be required at that point in their program. In addition the data from assessments suggested that the faculty need to continue to work on developing candidate knowledge, skill, and performance with an inclusive approach to instruction. In response, they have created a new course Inclusion of Students with Disabilities in Regular Education</p> <p>One other piece of data that</p>	
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					concerned the Unit faculty is candidate implications and recommendations for next steps after completing the Action Research Project. A committee has been charged with examining where and how candidates reflect on their practice. While there are multiple opportunities for candidates to reflect on their practice (through course work, pre-practica experiences, lesson plan implementation, and in journals, the Action Research Project, and during conversations with faculty, program supervisors, supervising practitioners, and students), they may need more direct instruction in how to reflect upon their practice. This issue will be addressed with graduate faculty during the fall workshops and meeting.	
41. MED MIDDLE SCHOOL EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and	2011

				any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	
42. MED OCCUPATIONAL EDUCATION (NONLICENSURE)	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	In process, to be completed in 2012
43. MED SCIENCE EDUCATION	yes	http://www.fitchburgstate.edu/assessment	Embedded assessments in the course Advanced Methods in Teaching	Data on assessment for all Education programs is evaluated	Refined assessment instruments to create better clarity in items and,	In process, to be completed in 2012

			<p>Science assess candidate lesson plans, lab safety plans, and philosophy of science teaching. In addition, the Action Research Teacher Work Sample that candidates develop as part of their capstone internship is assessed in terms of their understanding of contextual factors in the science classroom, appropriate instructional design and modifications, assessment of student learning and reflection on their teaching. Furthermore, candidates are assessed using the candidate disposition form and surveys are conducted of alumni and local school personnel.</p>	<p>by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.</p>	
<p>44. MED SECONDARY EDUCATION (NONLICENSURE)</p>	<p>yes</p>	<p>http://www.fitchburgstate.edu/assessment</p>	<p>All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.</p>	<p>Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are</p>	<p>Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how</p>	<p>In process, to be completed in 2012</p>

				evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	faculty addressed diversity in courses.	
45. MED SPECIAL EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests.	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.	Refined assessment instruments to create better clarity in items and, therefore, improve consistency in ratings. Trained faculty, college supervisors and supervising practitioners in how to rate candidates. In response to poor student outcomes related to diversity, the faculty participated in a workshop focused on sensitivity to diversity and revised the portions of assessment instruments related to diversity and how faculty addressed diversity in courses.	2011
46. MED TECHNOLOGY EDUCATION	yes	http://www.fitchburgstate.edu/assessment	All programs in the Education Unit utilize common assessments that include a dispositions assessment, lesson plan rubric, observation of	Data on assessment for all Education programs is evaluated by the Education Unit Assessment Committee. This	The university department that houses this program is currently undergoing curriculum requirement changes that will include greater design and problem	2011

			<p>candidates in the practicum rubric, practicum evaluation form, Pre-Service Performance Assessment, and the appropriate Massachusetts Test for Educator Licensure subtests. In Technology Education, students also demonstrate their knowledge of the processes and nature of Technology through a comprehensive examination that constitute knowledge of technology module within their portfolio. All of our students also receive extensive experience with Technology/Engineering content, laboratory safety and experimental methodology in our core content</p> <p>courses: Energy Systems I & II, Technical Drawing, Computer Aided Drawing, Wood and Metal Fabrication Systems, Construction Systems I and II, Electronics I, and Graphic Arts Processes. Each of these content courses include a lab component that incorporates safety training, as well as open-ended experimental approaches.</p> <p>Our professional courses,</p>	<p>committee disaggregates the data by program and distributes it at Education Unit meetings for discussion. The Unit-wide data along with any individual program-specific assessment data are evaluated by the graduate program chair and in any necessary program changes are developed in consultation with the graduate curriculum committee.</p>	<p>solving knowledge/activities. additional agricultural, biotechnology, and medical technology systems content inclusion is progressing through the curriculum development process. Assessment of this content will be included in future assessment instruments and processes. Guidelines for the Teacher Work Sample have been refined, and it is believed that project now allows for clearer assessment of a candidate's teaching effectiveness.</p>	
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			<p>associated pre-practicum experiences, and practicum experiences insure that our students are skillful in preparing and implementing curricula, lessons, and assessment plans that contribute to student learning. Within the Technology Education program, unit-wide lesson plan and observation rubrics provide evidence to support the Pre-Service Performance Assessment conducted at the end of the practicum. In addition, student lesson plans are assessed as part of the Lesson Plan module within student portfolios. During the practicum, students are also expected to complete a Teacher Work Sample, which demonstrates their skill at assessing students and their overall impact on student learning.</p> <p>The relationship between Science and Technology is also addressed explicitly in our core courses, and makes up a component of the student portfolios both in essays, lesson plans, and the students personal philosophy of Technology Engineering Education teaching. The last of these, along with the Teacher</p>			
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			<p>Work Sample requires teacher candidates to reflect on their own role as teachers. As the unit's Conceptual Framework suggests, we prepare our teachers to reflect on their Knowledge, Skills, and Dispositions so that they can continue to grow and improve as educators. While the Technology Education program has some unique assessments such as the Industrial Technology comprehensive examination, subject-specific safety tests; other such assessments include the Pre-service Performance Assessment, Teacher Work Sample, Lesson Plan Rubrics, Observation Rubrics, and Personal Dispositions Checklists. Together, each of these assessments help us to insure that we are preparing teachers in the spirit of the Unit's Conceptual Framework.</p>			
47. MASTER OF SCIENCE: APPLIED COMMUNICATION	No		<p>The Master of Science in Applied Communication program is currently working with the Interim Director of Assessment to finalize an outcomes assessment plan.</p>	<p>The graduate program chair and graduate curriculum committee share responsibility for developing the plan and reviewing results.</p>	NA	

48. MASTER OF SCIENCE: COMPUTER SCIENCE	No		The Master of Science in Computer Science program is currently working with the Interim Director of Assessment to finalize an outcomes assessment plan.	The graduate program chair and graduate curriculum committee share responsibility for developing the plan and reviewing results.	NA	
49. MASTER OF SCIENCE COUNSELING: MENTAL HEALTH COUNSELING	No		The Master of Science in Counseling program is currently working with the Interim Director of Assessment to finalize an outcomes assessment plan.	The graduate program chair and graduate curriculum committee share responsibility for developing the plan and reviewing results.	NA	
50. MS NURSING (FORENSIC)	Yes	http://www.fitchburgstate.edu/assessment	Conduct course surveys in TK20 along with alumni and employer surveys.	The Nursing Program Evaluation Committee consisting of faculty uses the Program Evaluation Map to manage the review of student learning outcomes. The Program Evaluation Map identifies the faculty members responsible for developing reports on each component of the assessment system on a schedule determined by the program evaluation map. Individual faculty or department of nursing committees generate continuous quality improvement reports	The program recently put in proposal to eliminate thesis and go with a research project.	2010

				in accordance with the Program Evaluation Map requirements and these reports are reviewed by the graduate committee and graduate curriculum committee.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
NCATE- Education	2006	<p>Standard 1. Candidate Knowledge, Skills, and Professional Dispositions</p> <ol style="list-style-type: none"> 1. The unit has insufficient cohesive evidence to determine whether candidates in the initial licensure, advanced programs for teachers, educational leadership and management, and school counseling meet institutional, state, and national standards. <p>Standard 2. Assessment System and Unit Evaluation</p> <ol style="list-style-type: none"> 1. Data are not being consistently aggregated, analyzed, and disseminated at the program or unit levels. 2. The technology systems currently utilized are not effective for maintaining, managing, and disseminating data or for using the data to improve the units and its 	100 % MTEL pass rate	2012- regular review

		<p>programs.</p> <p>Standard 4. Diversity</p> <ol style="list-style-type: none"> 1. Candidates have limited opportunities to work with diverse faculty. 2. Candidates have limited opportunities to work with diverse peers. <p>Standard 5. Faculty Qualifications, Performance, and Development</p> <ol style="list-style-type: none"> 1. The unit has insufficient evidence of a systematic process for evaluating supervising practitioners and for evaluating adjunct faculty in extended campus programs. <p>Standard 6. Unit Governance and Resources</p> <ol style="list-style-type: none"> 1. The unit does not have leadership and authority of its extended campus programs. 		
CCNE - Nursing	2005	Demonstrate that program data are analyzed to provide evidence of program effectiveness and are used to foster ongoing improvement. Demonstrate improvement in NCLEX pass rates.	100% for 2008-09, 2009-10	2011 – five year report 2015 – site visit
NEOSHE – Human Services	2002, 2006	Include all the information as designated on the application for re-accreditation. Increase the stability of the Advisory Committee. In		2011 – site visit

		the 2008 letter of extension of accreditation, the department was also asked to address declining enrollment, one full-time faculty member and release time for coordinators/directors.		
ABET – Computer Science and CIS	2008	There is still a concern about the objectives and assessment data. Sample size is an issue. The issue is the same for both programs. In CIS, there is a concern that there is no individual faculty member with a doctorate in CIS.		2013
IACBE – Business Administration	2002	The percent of doctorally qualified faculty in the graduate program is a concern. Classrooms with adult furniture and better technology. Outcomes assessment –unable to verify that pre-test and post-test and the internship program were occurring. There were areas needing improvement identified in the Alumni and InClass Surveys. These were curriculum, advising, technology and teaching. It wasn't clear what the changes made had on the Business program.		2013-regular review
Criminal Justice – State review	2009-10	Enter information when received.		2015
Leadership Academy Honors Program	March 2007	Some need for clarification or improvement in the honors theses process, advising for the Honors Program and growing the minor.		2012
Business Programs	2008 All Business programs were reviewed by the state.	A 3-5 year action plan for the undergraduate business program and department; recommendations for improving assessment; encourage participation in the liberal arts and sciences cluster development; try approaches to the business and strategy policy course for integrative or “capstone” course; consider offering an		None Scheduled.

		undergraduate entrepreneurial and small business track; find ways to improve internship evaluation and make the intern reports more reflective. Re-examine majors; hire more doctoral faculty;		
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Option E2. Voluntary System of Accountability Plus Program Review

I. Institutions selecting this option should include copies of the most recent institutional template under VSA and up to two prior templates. The templates will be available from NASULGC and AASCU. If the institution has not completed the template, include information or plans on: a) measures of the student experience on campus; b) measures of student learning outcomes; c) detailed student success tables; and d) “undergraduate success and progress” table.

II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an “external perspective” incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1. Biology/Chemistry	April 2008	External reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Curriculum changes for the program.	2012-13
2. Communication Media	Spring 2004	External reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Curriculum revisions for the program.	2010-11
3. Economics	May 2009	External reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Curriculum revisions for the program.	2013-14
4. English	November 2006	External reviewer	Reviewed by the department and	Curriculum revisions for the	2011-12

			reviewed by the department chair, VPAA, and AVPAA	program; department name change to English Studies	
5. Exercise/Sport Science	June 2004	External reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Policy and Curriculum changes.	2010-11
6, Geophysical Sciences	Pending	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA		
7. History	April 2007	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Curriculum changes for the program; updated office facilities	2011-12
8. Humanities	May 2008	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Curriculum changes for the various programs	2012-13
9. Industrial Technology	December 2007	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Offering internships as a possibility for students.	2013-14
10. LAS Program		External Reviewer			

11. Library	2004	External Reviewer	Reviewed by the department and reviewed by the director, VPAA, and AVPAA	Development of a strategic plan for the library.	2010-11
11. Math	April 2006	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Established Honor Society; created additional math courses for education majors; development of an Applied math concentration; outcomes assessment plan	2011-12
12. Political Science	October, 2006	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Improved office space; research course; improved assessment; handbook for interns	2012-13
13. Psychology	March, 2008	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Revision of major with addition of electives; new faculty line in cognitive neuroscience; continuing strong assessment	2013-14

14. Sociology	April 2010	External Reviewer	Reviewed by the department and reviewed by the department chair, VPAA, and AVPAA	Added Sociology faculty member	2014-15
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Part II: Documenting Student Success (The S-series)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*, 6.6, 10.10) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. As always, the Commission expects that the institution's mission will provide useful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of students studying at a distance or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By using these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for the institution to reflect both on the findings recorded in the forms and the extent to which the institution has developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords the institution an opportunity to state its commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data						
Bachelor's degree students		77%	78%	73%	78%	80%
IPEDS Graduation Data						
Bachelor's degree students		52%	52%	47%	50%	52%
Other Undergraduate Retention Rates (1)						
a	IPEDS male students	76%	74%	73%	77%	78%
b	IPEDS female students	78%	81%	73%	78%	81%
c	IPEDS minority students	73%	77%	72%	75%	75%
d	Full-time transfer students	79%	79%	73%	78%	80%
Other Undergraduate Graduation Rates (2)						
a	IPEDS male students	47%	52%	47%	49%	51%
b	IPEDS female students	56%	52%	48%	51%	53%
c	IPEDS minority students	50%	44%	33%	45%	48%
d	Full-time transfer students	62%	59%	59%	60%	60%
Graduate programs *						
Retention/Completion rates first-to-second year (3)		91%	94%	88%	90%	92%
Graduation rates @ 150% time (4)		91%	90%	89%	90%	90%
Distance Education						
Course completion rates (5)		93%	94%	94%	94%	94%
Retention rates (6)		NA	NA	NA	NA	NA
Graduation rates (7)		NA	NA	NA	NA	NA
Branch Campus and Instructional Locations						
Course completion rate (8)		99%	99%	99%	99%	99%
Retention rates (9)		NA	NA	NA	NA	NA
Graduation rates (10)		NA	NA	NA	NA	NA
Definition and Methodology Explanations						
1	IPEDS fall-to-fall retention rates include all first-time full-time Bachelor's degree seeking students. Transfer fall-to-fall retention rates include all full-time transfer Bachelor's degree seeking students.					
2	IPEDS six-year graduation rates include all first-time full-time Bachelor's degree seeking students. Transfer six-year graduation rates include all full-time transfer Bachelor's degree seeking students.					
3	Fall-to-fall retention/completion rate includes all full-time Masters and CAGS seeking students. Rate includes students who continue enrollment or complete the program in the fall term subsequent to the fall term of entry.					
4	Three-year graduation rate includes all full-time Masters and CAGS seeking students.					
5	Completion rate measures the percentage of all students enrolled in distance courses receiving a numerical final grade.					
6	On-line programs are predominantly part-time with insufficient numbers of full-time students enrolled to calculate meaningful retention rates at this time.					
7	On-line programs are predominantly part-time with insufficient numbers of full-time students enrolled to calculate meaningful graduation rates at this time.					
8	Completion rate measures the percentage of all students enrolled in extended campus courses receiving a numerical final grade.					
9	Extended campus programs are predominantly part-time with insufficient numbers of full-time students enrolled to calculate meaningful retention rates at this time.					
10	Extended campus programs are predominantly part-time with insufficient numbers of full-time students enrolled to calculate meaningful graduation rates at this time.					
* Rate to be calculated after degrees are awarded at Winter Commencement.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS					
Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree					
1	Percent of January graduates pursuing graduate degree	9%	7%	3%	10%
2	Percent of May graduates pursuing graduate degree	16%	12%	13%	10%
3	Percent of January graduates pursuing post-graduate coursework (in addition to #1 above)	4%	3%	3%	5%
4	Percent of May graduates pursuing post-graduate coursework (in addition to #2 above)	4%	3%	1%	5%
Definition and methodology explanations		Graduates of undergraduate programs are surveyed six-months after degree completion.			
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1	Data not collected				
Definition and methodology explanations					
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1	Percent of January graduates employed in field not related to major	29%	29%	36%	30%
2	Percent of May graduates employed in field not related to major	41%	26%	30%	25%
Definition and methodology explanations		Graduates of undergraduate programs are surveyed six-months after degree completion.			
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1	Percent of January graduates who indicate that leadership potential was developed very much or somewhat by the institution	72%	81%	76%	80%
2	Percent of May graduates who indicate that leadership potential was developed very much or somewhat by the institution	78%	85%	79%	85%
Definition and methodology explanations		Graduates of undergraduate programs are surveyed six-months after degree completion.			
Other (Specify Below)					
1	Percent of January graduates who indicate they were adequately or better prepared by the institution	95%	88%	85%	95%
2	Percent of May graduates who indicate they were adequately or better prepared by the institution	91%	87%	90%	90%
3	Percent of January graduates who indicate being very satisfied or satisfied with their academic experience	67%	76%	78%	80%
4	Percent of May graduates who indicate being very satisfied or satisfied with their academic experience	83%	80%	81%	85%

5	Percent of January graduates who indicate being very satisfied or satisfied with their non-academic experience	66%	75%	82%	85%
6	Percent of May graduates who indicate being very satisfied or satisfied with their non-academic experience	73%	79%	73%	80%
7	Percent of senior students who evaluate the quality of their academic advising as excellent or good on the 2009 NSSE survey		73%		80%
8	Percent of senior students who evaluate their entire educational experience as excellent or good on the 2009 NSSE survey		78%		80%
9	Percent of senior students who stated they would probably or definitely choose to attend Fitchburg State if they could start over on the 2009 NSSE survey		80%		85%
Definition and methodology explanations		Graduates of undergraduate programs are surveyed six-months after degree completion.			

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
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State Licensure Passage Rates *

1	Massachusetts Test for Educator Licensure (MTEL)	99% (146 of 148)	100% (148 of 148)	100% (125 of 125)	100%	100%
2						
3						
4						

National Licensure Passage Rates *

1	National Council of State Boards of Nursing (NCLEX)	100% (33 of 33)	100% (36 of 36)	98% (42 of 43)	100%	100%
2						
3						
4						

Job Placement Rates **

1	Percent of January graduates who report being employed in a field related to their major	61%	51%	47%	50%	55%
2	Percent of May graduates who report being employed in a field related to their major		48%	53%	55%	55%

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	** Graduates of undergraduate programs are surveyed six-months after degree completion. Summaries of survey results are posted in the visiting team documents folder.
b	
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
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Completion Rates *

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Placement Rates **

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

NEASC COMMITTEES

2010-11 STEERING COMMITTEE

Shirley Wagner, Associate VPAA, **co-chair**

Paul Weizer, **co-chair**

Christine Dee, Economics, History and Political Science

Jane Fiske, Humanities – **on sabbatical in fall 2011** replaced by Susan Wadsworth

Meledath Govindan, Biology/Chemistry – **on sabbatical in fall, 2011** Replaced by Meg Hoey

John Chetro-Szivos, Communications Media

Anne Howard, Education

Linda McKay, Nursing

Patrice Gray, English

Charles Sides, Communications/Media

Terrance Carroll, Director of Institutional Research –also APA

Michael Fiorentino, Executive VPAA, **replaced by Robin Bowen, VPAA**

Sheila Sykes, VP, Finance, **replaced by Jay Bry, Interim VP, Finance**

Cathy Canney, Dean of Graduate and Continuing Education

Michael Shanley, Executive Assistant to the President for External Affairs

Sherry Horeanopolous, APA

Matt Costello, Student trustee

Eric Gregoire, President of the SGA; graduated; **replaced by** Carissa Furillo

Rob Pontbriand - Trustee

Bill Flynn - Alumnus

Diane Lucas - AFSCME

FIVE SUBCOMMITTEES

SUBCOMMITTEE ON MISSION AND PURPOSES, PLANNING AND EVALUATION

AND ORGANIZATION AND GOVERNANCE (STANDARDS 1, 2, AND 3)

Jeff Godin, Exercise and Sport Science – **co-chair**

Pam McCafferty, Dean of Enrollment Management – **co-chair**

Viera Lorencova, Communications/Media

Nancy Murray, Education

Marjorie Ness, Humanities – **on sabbatical in spring, 2012**

Michael Turk, Economics, History and Political Science

Louis Zivic, Business Administration

Karen Sharpe, Executive Director of Development – **replaced by Chris Hendry**

Angela Palmer, Director of Extended Campus Programs and CPS

Phil Sandy, 2013
Nathan LaRose, 2011
Bev Farias, Trustee
Linda Fazio, APA – **replaced by Terry Carroll**
Ian Murray, AFSCME

SUBCOMMITTEE ON THE ACADEMIC PROGRAM AND THE FACULTY (STANDARDS 4,5)

Jennifer Berg, Math – **co-chair**
Elaine Francis, Dean of Education – Pam Hill in the spring; **co-chair**
David Antaya, Exercise and Sport Science
Rala Diakite, Humanities – on sabbatical in spring
Jennifer Fielding, Library
Sara Levine, Behavioral Sciences
Ben Lieberman, Economics, History and Political Science
Frank Mabee, English
Christopher Picone, Biology/Chemistry
Shari Stokes, Education
David Weiss, Behavioral Science – **replaced by Lynn Kellner, Behavioral Science**
Brian Bercier, Associate Dean of GCE
Linda Dupell, Registrar
Michael Leamy, Director of Distance Learning
Ann Hogan, replaced by Chris Cratsley, Director of Assessment, January 2011
Tyler Welsh, 2011
Matthew Gordon, 2012
Casey Ober, 2011
Stephanie Scaglione

SUBCOMMITTEE ON STUDENTS (STANDARD 6)

Elizabeth Gordon, Geophysical Science – **co-chair**
Stan Bucholc, Dean of Student and Academic Life – **co-chair**
Laurie DeRosa, Education
G.L. Mazard Wallace (replacement for Robert Dumas, Nursing) updated 1/13/11
Joe Moser, English
Ann Mrvica, Communications/Media
Kay Reynolds, Director of Admissions
Susan Lauder, Athletics
Hank Parkinson, Student Activities

Tom Rousseau, Assistant Dean of Student Life
Rob Hynes, Assistant Dean of Student Life
Nancy McLaughlin, Enrollment Management
Carissa Fucillo, 2013
Matt Mello (replacement for Paige Dugay, 2014) updated 1/13/11

SUBCOMMITTEE ON LIBRARY AND OTHER INFORMATION RESOURCES, PHYSICAL
AND TECHNOLOGICAL RESOURCES AND FINANCIAL RESOURCES ((STANDARDS
7,8,9)

Audrey Pereira, Business Administration – **co-chair**
Steve Swartz, Assistant Vice President – **co-chair**
Sean Goodlett, Economics, History and Political Science
Randy Howe, Communications Media
Linda LeBlanc, Library
Nadimpalli Mahadev, Computer Science
Thomas Schoenfeld, Biology/Chemistry
Peter Staab, Mathematics
Jay Bry, Chief Operations Officer – **replacing by Joe LoBuono**
Robert Foley, Director of the Library
Heidi Swift, Finance
Kathy Daggett, Finance
Ann Marie Dunton, Director of Housing – **APA; replaced by Tom Clark, Housing**
John Wentworth, class of 15
Nicholas Smith, 2011

SUBCOMMITTEE ON PUBLIC DISCLOSURE AND INTEGRITY (STANDARDS 10, 11)

Laura Baker, Economics, History and Political Science – **co-chair** – sabbatical, spring 2012
James Roger – **co-chair**
Christine Devine, Nursing
Randall Grometstein, Behavioral Sciences
Beverly Hollingsworth, Business Administration
Walter Jeffko, Humanities
Nancy Turnbull, Library
Matt Bruun, Public Relations
Heather Pellerin, Information Technology
Jessica Murdoch, Assistant VP of Human Resources
Mike Kushmerek, Alumni
Yashira Gonzalez, 2013
Mallory-Anne Perron, 2014

